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ABSTRACT

The report describes the perceptions of nearly 5,000 black and white college students out of 15,000 students who attend 20 historically black and 20 predominantly white institutions in the southern United States. The report is based on students' responses to a survey of: racial attitudes and opinions; satisfaction with the institution they attend; academic and social climate on campus; factors they believe are important in choosing a college; and factors important in recruiting minority students. Evidence in the study suggests that a student's race may not be the major factor in determining his or her opinion or perception about campus climate. Opinions or perceptions were more often determined by the student's membership in the minority or majority group on campus and, to a lesser extent, by the type of institution he/she attends. Only in the area of recruiting did there appear to be a strong divergence of opinion along racial lines. Black students placed more importance on information they received from college recruiters than did white students. Overall, students seemed to be open-minded toward relations between the races. Many white students did not believe that black students should receive special considerations because of their minority status. (JDD)

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Black and White Students' Perceptions of Their College Campuses

HE 023 194

SREB

Southern Regional Education Board

BLACK AND WHITE STUDENTS' PERCEPTIONS OF THEIR COLLEGE CAMPUSES

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and

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Southern Regional Education Board
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ACKNOWLEDGMENTS

The students who contributed their time and effort to this study deserve a special "Thank you." We hope the findings will help institutions better address student concerns; if colleges take action as a result of these findings, these actions will compensate students for their participation.

Thanks are also in order for the 40 institutions that participated in the study. These same institutions participated in earlier SREB studies concerning black students on predominantly white campuses and white students on historically black campuses. Their willingness to take part in this follow-up study made it possible to search for changes in students' perceptions of the campus climate over the intervening decade.

George Antonelli, University of North Carolina; Rufus Jefferson, Jr., Florida Community College at Jacksonville; Samuel Johnson, SERO-National Scholarship Service and Fund for Negro Students, Inc.; and Nancy Burke, Florida A&M University deserve recognition for the time they gave and efforts they made in item selection and questionnaire design.

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Ansley A. Abraham

SREB's publication, Racial Issues On Campus: How Students View Them *presents an overview of this study's findings. Copies are available from Southern Regional Education Board; 592 Tenth Street, NW, Atlanta, Georgia 30318-5790 at $7.50 each; payment should accompany order.*

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FOREWORD

If Rip Van Winkle had fallen asleep a quarter of a century ago, awakened today, and resumed reading the Chronicle of Higher Education, there is at least one area in which he might have wondered; not at the magnitude of change since 1965 but at the similarity of the problems.

The statistics for blacks who graduate from high school, enroll in four-year institutions, complete bachelor's degrees, and receive graduate and professional degrees contained little good news in 1965, nor do they in 1990. The statistics are disturbing enough, but a just-awakened Van Winkle would also see the growing opinions that the climate of racism leaves much to be desired.

Adapted from Bornholdt, 1987

Reports of racially-motivated incidents on college campuses increased in the 1980s. At the same time, the proportion of minority students enrolling in college, and graduating, decreased. Research has shown that when the educational environment is perceived as being fair and intellectually stimulating, students are more likely to remain in college and complete their degrees. When students believe that they are the targets of unfair practices--including racial discrimination--they are less likely to "stay the course" and complete their degrees. Whether these perceptions are real or imagined, and whether they apply to discrimination that is overt or covert, individual or institutional, the end results are often the same.

The intent of SREB's report, *Black and White Students' Perceptions of Their College Campuses*, is to describe the perceptions of black and white students who attend historically black and predominantly white institutions. Nearly 5,000 students from 20 predominantly white and 20 historically black colleges across the SREB region responded to our survey questions. We asked students about the racial attitudes and opinions they brought with them to college, their satisfaction with the institution they attend, the academic and social climate on campus, the factors they believe are important in choosing a college, and factors they believe are important in recruiting minority students.

Black and White Student Perceptions of Their College Campuses is intended to broaden the knowledge and understanding of educational and governmental leaders,

while providing insights held by students who are in the minority or in the majority on their campus. Additionally, this study may provide a foundation for research on which colleges and universities can build other studies.

Some higher education institutions are already taking action to address the need for greater racial diversity on campus. In Florida, the Board of Regents is encouraging the institutions under its direction to follow the example of Florida State University, which is revising the undergraduate curriculum so that it will emphasize more than the Western European history and traditions and include more experiences and contributions from women and minorities. At the same time, two of the nation's six regional higher education accrediting bodies are taking steps to encourage more racial and ethnic diversity at member institutions by broadening their accrediting processes to include evaluating the *results* of efforts to recruit and retain minority faculty and students.

These efforts come at an important time and need to be augmented by campus programs that encourage interracial dialogue among students, faculty, and administrators. Nearly half of the students who answered our questions took the time to write additional comments or to pick up the telephone and call at their own expense. A small sample of their comments is included in an appendix to this report. These students obviously felt strongly about the questions we asked them. The intensity of their responses further underscores the need for higher education officials to address these findings.

Mark D. Musick
President

BLACK AND WHITE STUDENTS' PERCEPTIONS OF THEIR COLLEGE CAMPUSES

Executive Summary

In 1988, the Southern Regional Education Board conducted a study about black and white students' perceptions of their campus climate. This study, which was conducted partially in response to a reported rise in racial incidents on college campuses, also serves as a follow-up to two SREB studies that were completed over a decade ago. Data were obtained from 20 historically black and 20 predominantly white institutions that also participated in the earlier studies. Survey questionnaires were mailed to 15,000 students; almost 5,000 responsed. Students were asked about several aspects of their campus: racial attitudes, satisfaction with the institution, recruiting, college choice, and academic and social climate. An overview of the study's findings is found in SREB's companion publication, *Racial Issues on Campus: How Students View Them.* The findings indicate that:

Racial Issues Are Important To Students

The high participation rate in the study (31 percent) indicates that racial issues on campus are important to all students, black or white, minority or majority. Nearly half of the respondents called long-distance or provided detailed written comments, even though few were familiar with SREB and its work.

Opinions Most Often Reflect Status, Not Race

Explicit and implicit evidence in this study strongly suggests that a student's race may not be the major factor in determining his or her opinion or perception about campus climate. These opinions or perceptions are more often determined by the student's membership in the minority or majority group on campus and, to a lesser extent, by the type of institution they attend.

Opinions About Recruiting Diverge Along Racial Lines

Only in the area of recruiting did there appear to be a strong divergence of opinion along racial lines. Black students place more "value" or importance on information they receive from college recruiters than do white students. This distinction is important because it may have a bearing on the strategies or techniques employed by institutions to

recruit minority students. For example, if the information provided by recruiters is a major factor in the typical minority student's decision to select a college, institutions might be more effective if they increased the number of minority recruiters in their admissions offices.

Students Generally Express Open-Mindedness Toward Race Relations

Overall, students seem to be open-minded toward relations between the races, although most report that interracial dating does not appear to be an acceptable social relationship on their campus.

Many White Students Oppose Special Considerations For Minorities

Although they describe themselves as "open-minded" about race relations, many white students do not believe black students should receive special considerations because of their minority status. This seems to indicate some confusion between what white students value as "ideal" and how they respond to day-to-day circumstances.

Recruiting Ethics Raise Concerns

Direct and indirect evidence from this survey suggests that institutions need to be concerned with how recruiters and admissions counselors portray colleges. A significant number of students report that they were misled about campus life.

Students Question The Sincerity Of Minority Recruitment Efforts

Many students expressed concern about the sincerity of their institution's efforts to recruit minority students, faculty, and administrators.

Minority Group Students Lack Opportunities To Express Their Concerns

Students who were in a minority on campus--especially black students on predominantly white campuses--expressed the feeling that their colleges did not give them enough opportunity, formally or informally, to express their concerns and to relate their experiences on campus. The recent movement toward more institutional assessment and the reform of the accreditation process may provide some relief because more attention will be paid to exit interviews, alumni surveys, etc. It is very clear that students want an opportunity to tell the institutions how they feel about their experiences on campus.

INTRODUCTION AND PURPOSE

Almost 30 years after the Civil Rights movement placed top priority for higher education on improving race relations, ugly racist incidents, student isolation, and insensitivity continue to plague colleges and universities across the country.

. . . (M)any white students believe that minority group members today enjoy unfair advantages and that whites are being victimized by efforts intended to correct past discrimination. Black students on the other hand resent the frequent assumption that they were admitted to white campuses solely on the basis of special admissions programs, and they find few role models in these hostile environments.

Manpower Comments, June 1989

These remarks highlight a lingering problem in higher education--racism on the college and university campus. Simply stated, these are the kinds of issues and problems faced by black students who attend white colleges, and to a degree, by white students who attend black colleges. Several important questions deserve attention:

- How do students perceive the issues and conflicts created by a racially diverse student body? Have colleges and universities adequately addressed this issue? Have conditions improved? Are they worse?
- Why, after implementing many different strategies to increase minority participation on college campuses, has there been so little improvement?
- What effective strategies can be employed to increase and encourage minority participation in higher education?
- Why, 30 years after the Civil Rights movement and some 20 years after significant desegregation of higher education, are the issues and problems of minority students still so prevalent?
- What can (will) higher education do to address or eliminate the problems faced by minority students on campuses in which they are in the racial minority?

In their search to better understand the dynamics of minority participation in higher education, scholars and administrators struggle with these kinds of questions. Too often, however, institutions fail to listen closely to the students themselves. Students'

perceptions about the problem of minority participation in higher education can provide additional insight and may suggest new lines of inquiry that could lead to a reduction in racial incidents and racist practices in higher education.

Frequently, administrative strategies and programs to deal with these problems go astray, even though they appear to be logical and sound. They fail because they are developed without considering how students view and understand the problem. This report seeks to supply that missing ingredient by addressing this question: *How do students' perceptions, attitudes, and opinions about race and racism affect their interaction and relationship with one another and with their institution*?

Are there important differences in the perceptions of students who are in the minority and those who are in the majority? How are those differences shaped by the race of the majority and minority student? The study examines two minority groups--black students attending predominantly white colleges, and white students enrolled in historically black colleges. It also looks at students in the majority--black students attending historically black colleges, and white students attending predominantly white colleges. Through the use of a comprehensive questionnaire, the study explores student perceptions of:

- racial attitudes and opinions students bring with them to college;
- satisfaction of students with the institution attended;
- the academic and social climates on campus;
- factors students believe important in choosing their college;
- factors students believe important in the recruitment of minority (black or white) students to majority campuses.

Why are these issues important? Consider that:

- Since the mid-1970s, minority student participation in higher education has been on a level or declining trend, especially among blacks.
- As minorities become a greater proportion of the United States work force, business and industries will have to rely more heavily on minorities as a source of college-educated employees.

- A significant increase has been reported in the incidence of racially/ethnically motivated confrontations on college campuses.

- A separate, but related, consideration concerns the findings of two similar studies conducted by the Southern Regional Education Board (SREB) in 1977 and 1978, to which comparisons can be made.

The Current Study

The current study examines perceptions of the college climate among black students in predominantly white colleges and white students in historically black colleges. The assumption is that a minority student's decision to attend a college and to remain there through graduation is influenced by his or her perceptions of the institution's cultural and racial environment. Many factors affect college participation rates, some of which may be out of the control of a single higher education institution. But colleges and universities need to ask this important question: "What are we doing to encourage or discourage minority participation--perhaps without even being aware of it?" Educators and policymakers must be concerned about student attitudes and perceptions, and they must be knowledgeable about the academic and social factors that determine those attitudes and perceptions.

Earlier SREB studies in 1977 and 1978 revealed the importance of the campus climate, a multi-cultural faculty, and the active involvement of minority students in campus activities. The current SREB study again considers the opinions, perceptions, and attitudes of students by looking at both black and white students at the same selected group of institutions in SREB states that participated in the 1977 and 1978 studies.

Study Design Summary

The study design was governed by three objectives: (1) to respond to the public interest in race-relation issues and their effects on minority (black or white) participation and success in college; (2) to combine survey items from the 1977 and 1978 SREB studies into a single survey that would permit reasonable comparisons with the earlier

studies; and (3) to expand understanding of race-related issues by obtaining opinions and perceptions of the campus climate from students who are in the majority--a feature not incorporated in the previous studies.

Four groups of students were identified for the latest SREB survey. They include:

- B/W--black students attending predominantly white colleges;
- W/W--white students attending predominantly white colleges;
- W/B--white students attending historically black colleges;
- B/B--black students attending historically black colleges.

All institutions that participated in the earlier SREB studies again agreed to participate in the current study. This included 40 institutions* (20 predominantly white and 20 historically black) in 14 of the SREB states. It should be noted that the enrollment in the 20 predominantly white institutions is considerably larger in all but two instances than for the 20 historically black institutions. Size may determine how students interact with one another or how they feel about an institution. Thus, this could affect student perceptions, but, of course, we had no way to address this issue. Of the nearly 15,000 students surveyed, almost 5,000 responded.

A description of the survey methodology may be found on page 38. Included in this section are detailed descriptions of the minority and majority samples, by participating institution, survey design, and analysis framework.

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* See Appendix A for a list of participating institutions. Georgia State University is the only institution that did not participate in one of the earlier studies.

NOTE: The 14 participating SREB states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia.

THE SURVEY PARTICIPANTS

Biographical data from each participant made it possible to generate a profile of the four survey groups, permitting additional understanding of differences or similarities that might exist among groups. The 16 characteristics used to describe each of the four groups are listed in Table 1, along with a short descriptive summary.

Based on average responses of all students, the typical survey participant was between the ages of 19 and 22; had parents who graduated from high school; was attending college full-time; was living off campus; had a self-reported grade-point-average (GPA) in the 3.0 range; had graduated from a predominantly white high school; was financing his or her education through a combination of loans, grants, and scholarships; and planned to get either a bachelor's or master's degree in business or education. The majority of the survey respondents were female (about 60 percent across all groups).

Some notable differences: Regardless of the type of institution attended, the education level of parents was higher for white than for black students; black students were more likely to live on campus than off; white students were more likely than black students to have attended predominantly white high schools; and black students were more likely to use grants or scholarships to fund their education. Despite these relative differences, three of the four survey groups had very similar profiles and were rather distinct from the fourth group of white students at historically black colleges.

The white students at historically black institutions were two to three times more likely to be upper-level or graduate students; consequently, they were older, married, enrolled part-time in evening classes, lived off campus, had higher grade-point-averages, were better off financially, and their employment was a major source of funding for their education. In addition, these students were three times more likely to have selected education as their academic major.

Because the student demographic profile indicates that a much larger proportion of the white students attending historically black colleges were graduate students than in any of the other groups, analyses were done eliminating all graduate students to see what

effect this might have on the distribution of responses. The effects were negligible in almost every case, even for the group of white students at historically black colleges. However, the way in which responses were distributed varied between subgroups, thus affecting the means for the overall group and the subgroups.

In the group demographics presented in Table 1, each item is shown along with a summary that highlights comparisons among the four student groups. Detailed data about the distribution of respondents for each characteristic may be found in Appendix B.

Table 1

Summary of Student Demographic Characteristics

Item	Summary
Gender	About 60 percent of students across all groups were female.
Age	About 50 percent of the students were between the ages 19 and 22 in three of the groups. In the fourth group, white students at historically black colleges, 60 percent of the students were age 30 or above.
Marital Status	About 80 percent of the students were single in three of the four groups. In contrast, 60 percent of the white students at historically black colleges were married.
Educational Level	Father--In three of the four groups, 50 percent of the students had fathers with an educational level no higher than a high school diploma. For white students at predominantly white colleges, 75 percent had fathers with at least some college or technical schooling; of those, 56 percent had fathers who were graduates of college or technical schools. Mother--Regardless of institution, the mothers of black students were split almost 50-50 between those with at least a high school diploma and those with some college or technical schooling. For the mothers of white students at predominantly white colleges, 60 percent had at least some college or technical school and 40 percent had a high school diploma. These percentages were reversed for the mothers of white students attending historically black colleges.
Student Status	About 80 percent of the students were full-time in three of the four groups. For white students at historically black colleges, the percentages were split almost 50-50 between full- and part-time.
Class Standing	In three of four groups, about 80 percent of the students were undergraduates, with roughly 20 percent at each level--freshman through senior. For whites at historically black colleges, 40 percent of the students were at upper levels--graduate, professional, or special.

Matriculation Status	In three of the groups, about 60 percent of the students entered their college as freshmen; for whites at historically black colleges, over 60 percent had transferred from predominantly white two- and four-year institutions.
Housing	Ninety-seven percent of the white students attending historically black colleges lived off campus. For the other groups, less than 50 percent of the students lived on campus.
Day/Night Classes	Seventy percent of all students take day classes, except white students attending historically black colleges, who are split at about 40 percent each for day and night classes and 20 percent with combination classes.
Self-Reported College Grade-Point-Average	Regardless of institution, about 60 percent of the black students reported GPAs of between 2.0 and 2.9 and 60 percent of the white students between 3.0 and 3.9.
High School Racial Composition	Close to 90 percent of the white students, regardless of institution, attended predominantly white high schools. In contrast, 60 percent of the blacks at predominantly white colleges and 30 percent of the blacks at historically black colleges attended predominantly white high schools.
Major Source of Funding Education	Whites are most likely to use parents/spouse and employment as the primary means to fund their education. Black students, on the other hand, are most likely to use grants/scholarships as the primary source of funding.
Program Completion Plans	Over 75 percent of all students plan to complete degrees at their current colleges.
Major	Regardless of institution, the most popular major among blacks was business, followed by education, health/medical, and engineering. For whites attending historically black colleges, the number one major was education, followed by business and health/medical. For whites at predominantly white colleges, the number one major was business, followed by health/medical and education.

SURVEY RESULTS

Black student at predominantly white college:

The fact that [a college trustee] keeps making racial slurs in public, and is still on the board, deeply troubles me. How obvious does racism have to be before the proper actions are taken?

White student at predominantly white college:

I think by forcing the issue, things are made worse. White people start resenting blacks if all the issues of equality, justice, enough black administrators, etc., get brought up all the time.

White student at historically black college:

I have been distressed to discover the stereotypical view of whites held by many black students on this campus.

Black student at historically black college:

. . . the faculty and staff are worried about losing their percent of white students; therefore, the whites get away with a lot more, unlike black students.

These four statements are typical of the comments of many of the students from each of the four groups represented in the survey. Of the 4,583 students completing and returning survey forms, 2,131--close to 50 percent--took the time to make narrative comments.

SREB also received a number of telephone calls from students who wished to either praise or criticize the questionnaire. Students who praised the study appreciated the opportunity to express their views and share campus experiences. On the other hand, those students who berated the study seemed to be saying that by raising this issue or by asking questions of this nature, SREB was contributing to problems or tensions by "giving

students ideas." Their comments--and their willingness to call SREB directly--provides a clear sense that students, black and white, are troubled by the racial tensions on their college campuses. Student perceptions about the campus climate are summarized in the following six topic areas which were covered in the survey. Details of how each student group responded to individual questionnaire items may be found in the Item Analysis section on page 44.

General Attitudes And Opinions On Race

Students' attitudes and opinions about race, regardless of racial background or type of college attended (historically black or predominantly white), seem to reflect a general attitude of open-mindedness. At the same time, the item *In spite of the progress in recent years, there is still a great deal of prejudice in our society* evoked one of the strongest "agree" responses of all. From 89 to 96 percent of black and white college students, depending on their group, perceive a great deal of prejudice in our society, suggesting that they witness acts of what they believe to be racial prejudice with some frequency. They may recognize prejudice in their own behavior, *or* they may believe that others are prejudiced, "but not me." Responses to other items on race suggest a longing for equality and an end to racial tension.

Among all student groups, responses seemed to indicate more agreement than disagreement to the proposition that *success in life is more dependent on hard work than on racial or cultural background*. However, there is a noticeably higher tendency of black students attending predominantly white colleges to disagree.

Only in response to the item *I think more money and effort should be spent for education, welfare, and self-help programs for minorities* is there a startling divergence of opinion between black and white students. White students were five times more likely to disagree than black students. Most students agree that *I think it is important to make friends of another race*, and students who were in the racial minority on a campus were more likely to agree.

The general picture of attitudes and opinions on race from the students in the survey groups is mixed. On the one hand, there appears to be a willingness on the part of all student groups to live and work together in harmony with persons of different racial backgrounds. On the other hand, the responses, from black students at predominantly white colleges in particular, points to evidence of more apprehensiveness about race relations now than a decade ago.

Satisfaction With The Institution Attended

Membership in the minority or majority group seems to influence student satisfaction with the institution they attend. If *starting their collegiate careers over again*, minority students, both black and white, reported they would be less likely to choose their current colleges. It is not surprising then that these same groups of students are also less likely than the majority students to agree that *I feel a real part of the school spirit here*. At the same time, minority more than majority students (black or white) believe that *the cross-cultural/multi-racial experiences I am having here will make me more effective in my future career*.

All students agree that *my courses/educational experiences are closely tied to my future job plans*. The type institution attended, regardless of the students' race, makes a difference in satisfaction with the institution attended. The majority of all students are proud of their institutions. But, black and white students who attend predominantly white colleges are more likely than their counterparts at historically black colleges *to tell people I go to school here*. Further, students attending predominantly white colleges seem more inclined to believe that *a degree from here will not deter me from getting a satisfying, "good" job*.

The statement, *academic programs are geared to providing the best preparation possible for one's future career* produced an anomaly among student groups. Three of the four groups agree (about 80 percent in each) that academic preparation at their colleges was geared to providing the best preparation for their future careers. But, white students attending historically black colleges were almost twice as likely as the other groups to

disagree or be undecided. Slight racial differences appear as well. Regardless of type institution attended, black students more than white students perceive their academic career preparation to be good.

Factors Influencing College Choice

Students agree overwhelmingly about factors that influenced their choice of a college. Students in all groups were very likely to agree with the statement *my family supported my decision to attend this school.* Most students disagree with the statement *I enrolled here because my friends were enrolling too.*

When asked if they enrolled because *my high school counselor encouraged me to enroll here,* students disagree. Black students, independent of institution, were more likely than white students to disagree that *admissions counselors accurately described the types of experiences I have encountered here.* White students on historically black campuses had relatively high levels of disagreement or indecision about the way admissions counselors had described campus life; however, since 40 percent of these students had completed undergraduate programs, their enrollment decisions were less likely to have involved admissions counselors.

Somewhat surprisingly, most students on all campuses disagree with the notion that *I enrolled here because of the financial aid they offered to me.* While black students on either type of campus were more likely to agree that they enrolled because of financial aid, the opinion was expressed almost as frequently by white students on historically black campuses. Stated another way, if we were to "rank order" the student groups, it would be the black students on the historically black campuses (42 percent) who most often indicated they enrolled in a particular college because of financial aid offered, but responses from the black students on predominantly white campuses and the white students on historically black campuses were almost identical (30 percent and 31 percent, respectively).

Two items in particular seemed to be influenced by whether students were in the minority or majority group or attended a historically black or predominantly white

college. More than half of the minority students (black or white) tended to disagree with the statement that *I was encouraged to enroll here by former students*. Students attending historically black institutions were also less likely to feel that *this institution enjoys a reputation of quality in my home community*, although this attitude was twice as likely to be expressed by white students.

Not too surprisingly, white students on historically black campuses--a group who tend to be older, married, and currently employed and attending college part-time--were most likely (80 percent) to respond affirmatively to the statement *I enrolled here to be near home*. More than half of the black students at predominantly white institutions (58 percent) agree with this statement, while slightly less than half of the white students at predominantly white institutions and black students at historically black institutions indicate agreement.

Factors Influencing Minority Recruitment

In this section of the questionnaire, students were not asked to agree or disagree but to indicate how important the statement is to the student. The stem of the question read: "Please share with us your opinion about ways of recruiting other black/white students." The way statements are framed limits the comparisons that can be made among student groups. Only "like" groups can be compared. That is, comparisons can be made only between blacks and whites as minority students, or blacks and whites as majority students.

In looking at items in this section, note that the wording of many items changes slightly to apply to each group. For example, the item *more black-oriented cultural and social events*, which was presented to black students on predominantly white campuses, was reworded when presented to white students on historically black campuses as *more white-oriented cultural and social events*. The third version of this item, which was presented to the black and white majority students on their respective (black or white) campuses, read *more multi-cultural social events*. Since the expression "multi-cultural events" may lead to a different interpretation of the item than the statement

"black events" directed to black students, and "white events" directed to white students, our comments will focus on the two groups of minority students.

More than in any other section, these items evoke differences of opinion and perception that split along racial lines. The four items whose wording did not change (*increased financial aid*; *more preparatory courses*; *increased tutoring/counseling*; and *more information about minority concerns*) were consistently seen as having high importance by blacks, regardless of institution attended. In only two instances--*increased financial aid* and *increased tutoring/counseling*--did over half the white students believe the statement of high importance.

It is interesting to note that all eight items on minority recruitment were rated as of high importance by more blacks at predominantly white colleges than blacks at historically black colleges. Only in two instances--*increased preparatory courses* and *more tutoring/counseling*--did more blacks on historically black campuses than blacks on predominantly white campuses find the statements to be of high importance. At the same time, most whites at historically black colleges found these statements to be of low importance.

Responses to the four items with wording changes to accommodate the black/white differences (*more cultural or social events*; *more faculty, staff, and administrators*; *more admissions counselors*; and *increased use of students and faculty in recruiting*) showed a similar pattern. Black students attending predominantly white colleges were almost twice as likely as white students attending historically black colleges to view the first three statements as of high importance. *Increased use of (black/white) students and faculty in recruiting* was the only item which over half the white students rated of high importance. White students were four to five times more likely to have no opinion in response to any of these four statements.

For those statements that were reworded for majority group students (black or white), black students again were more likely to find the statements of high importance than whites. However, it is worth noting that none of the response rates were as high for blacks at black colleges as for blacks at white colleges. This difference could be the

result of wording changes to the statement or it could possibly be the effect of blacks being in a majority situation. The data do not allow a more definitive explanation.

Black students in 1989 were more likely to find the strategies and conditions for recruiting other black students of high importance than in 1978. Only in response to the statement *more black-oriented cultural and social events* was there less than a 10 percentage point gain from 1978 to 1989. The percentage of blacks who believe *more preparatory and review courses* are of high importance nearly doubled over the 11-year period. How might this be explained? Black students attending predominantly white colleges may have become more sensitive to the process and practices in recruiting over the intervening decade--either because they perceive that conditions have worsened, or they simply believe that colleges should be more aggressive with their efforts. Clearly, black students are much more likely to believe that colleges and universities which are culturally and ethnically sensitive will have the greatest success recruiting "other race" students.

Academic Climate

Survey questions exploring student attitudes about the institution's academic climate emphasized the status of minorities within that climate. Students were asked to agree or disagree with items addressing *admissions standards, curriculum content, program offerings, administrative role in race relations, minority faculty recruitment, faculty competence, campus lectures, counseling/advising*, and *financial aid*.

Clear differences along racial lines were not evident for most of these campus activities. Instead, the differences were associated with the type institution attended or the student's minority or majority status on campus.

Most students in all four groups agree that (*black/white*) *students should meet the same academic standards for admission as other students*. More than three-fourths of the black students on predominantly white campuses support uniform academic standards. Since 1978, the percentage of black students on predominantly white campuses who agree with this item has increased by almost 10 percentage points and the proportion of

those who disagree has dropped by more than half. This may suggest that black students on white campuses are more comfortable with the notion of common entrance requirements today.

Black students on both historically black and predominantly white campuses are most likely to agree with the statement that *special consideration should be given to black students to admit them into professional schools of medicine, law, dentistry, etc.* However, the attitude of black students on predominantly white campuses seems to have shifted since 1978 when 63 percent agreed with the statement--compared to 44 percent in 1989. One possible explanation for this change might be black students' growing confidence in their ability to compete; another possibility might be a change in perceptions--black students may perceive more "fairness" in the professional school admissions process. White students on either type of campus are most likely to disagree with the statement.

Responses to another set of items suggest that college administrators have not convinced many students of their sincere desire to recruit "other race" students to campus. When students were asked to respond to the statement *I feel that overall the administration on this campus makes a genuine effort to recruit (black/white) students*, only among white students on predominantly white campuses did the majority (62 percent) agree--and 26 percent of the white students were undecided. Only 43 percent of the black students on predominantly white campuses agreed that administrators were making a genuine effort to recruit minorities, and less than half of the white and black students on historically black campuses agreed. (Since 1977, the number of white students on historically black campuses agreeing that the administration made a genuine effort to recruit them has increased, but so has the percentage of those disagreeing.)

These findings suggest that some predominantly white and historically black colleges and universities are still not making a convincing effort to recruit minority students. They also suggest that some colleges and universities which <u>are</u> making a genuine effort need to do a better job conveying their efforts and sincerity to students on campus.

In a follow-up question, a majority of students in all groups disagree or are undecided in response to the statement that *the administration has made a special effort to help*

(black/white) students belong. The majority student groups are evenly split between those who agree and those who are undecided. Minority students, whether black or white, are much more likely to "disagree" (48 and 42 percent, respectively)--an interesting finding since they would be the likely targets of any special administrative efforts.

Opinions about whether *special consideration should be made to increase the number of (black/white) faculty and administrators on campus* were most strongly held by black students on predominantly white campuses (almost 90 percent agreed). In contrast, white students on historically black campuses were half as likely to agree (43 percent); to disagree (29 percent); or to be undecided (26 percent). One possible explanation for this difference in opinion may be that there is typically a higher proportion of white faculty on historically black campuses than black faculty on predominantly white campuses. When the question becomes whether *there is a visible number of (black/white) administrators on campus*, only small percentages of either black or white students on predominantly white campuses would agree; larger percentages of white and black students agree that white faculty are visible on historically black campuses. Where colleges and universities are working to increase the number of minority faculty and administrators, the data suggest that institutions need to make students more aware of their efforts.

More than two-thirds of all students surveyed agree that *most of my instructors do not show any partiality to students on the basis of race*. However, significant numbers of black and white minority students disagree (24 percent and 14 percent, respectively)--a fact that might prompt concerned administrators to pursue the issue on their individual campuses.

What are students' perceptions concerning instructors? Very small percentages of any students on any campus feel that *I learn more in a class having a (black/white) instructor*. However, this figure is largest (18 percent) among black students on predominantly white campuses. On predominantly white campuses, large numbers of black and white students are "undecided." There are so few black faculty on the white campuses that students may have little basis for making a judgment.

A strong majority of blacks on predominantly white campuses disagree with the statement that *when appropriate, most instructors will refer to contributions made by blacks in the field of study*, while nearly half the white students agree (the others split rather evenly between "disagree" or "undecided"). Black students may be more aware of contributions that blacks have made and realize when an instructor does not mention a contribution. White students may have different notions of what is appropriate and what is reasonable frequency. Faculty members themselves may not be aware of minority contributions and, consequently, are not in a position to mention them. Interestingly, white students attending historically black colleges are most likely to agree with the statement (64 percent)--even more so than black students at historically black colleges (58 percent).

For black students attending predominantly white colleges, there has been no change in the response to this item over the last decade. Administrators on predominantly white campuses should be aware of this perception by their black students and consider ways in which the institution might increase faculty awareness.

When questions about counseling and advising services are posed, one problem is that majority students can judge only on hearsay whether *counseling and advising services are sensitive to the needs of minorities*. The data here suggest that if you are a majority student, you think the services are especially sensitive to the needs of the minority. But, if you are in the minority, you don't feel this way at all. The percentage of white students on historically black campuses who agree that counseling and advising services are sensitive to the needs of minority students has not changed since 1977, but the percentage of those students who disagree has increased by 20 percentage points. Whether this change is based on greater use of these services by white students, or whether the services have become less sensitive, cannot be determined from this study, but the issue is one that should be examined by administrators on historically black campuses.

The majority of all student groups on all campuses agree that *the education of students should include ethnic studies*, although white students are less likely to agree

(B/W--88 percent; B/B--85 percent; W/B--63 percent; W/W--56 percent). One explanation might be that significant numbers of white students are indifferent or opposed to such study in general. Some students may be reacting to the word "studies," which suggests some additional course or a program of "required" study.

The broad basis of support among all student groups for the concept of ethnic studies should prompt colleges and universities to consider ways to respond. Options might range from a required course in the first or second year to a concerted effort to raise faculty awareness about the contributions of minorities in various academic fields--perhaps through faculty development funds.

Given that the white students on historically black campuses participating in this study were generally older, more likely to be female, more likely to be graduate students, and more likely to be living at home, it comes as no surprise that 88 percent of them agree that *my feelings toward this institution and my work here will be determined more by my academic experiences than my social experiences*. This was also the majority view of the other three groups of students. Black and white students at predominantly white institutions were more likely to disagree or be undecided about the statement.

Most white students on predominantly white college campuses were undecided when they were asked whether they agreed that *special program offerings are a major factor in attracting many (black/white) students here*, suggesting that they don't really know what attracted black students and perhaps don't know many black students well. It might be surprising to learn that over half of the black students did not feel that special programs were a major factor. White students on predominantly black campuses were most likely to agree (54 percent), although it must be kept in mind that many of them were graduate students who are most likely to be in the market for specialized courses of study.

The financial assistance question, which asked students whether they agreed that *financial assistance seems to be more readily available here, especially for me*, in retrospect

is probably not a particularly good one for learning what we need to know about student financial aid. Many students may not have another basis for comparison and that could well account for the relatively high percentages of undecided responses.

Social Climate

Student perceptions about the social climate on campus influence their participation in college life and their eventual success or failure in college. Aspects of the social climate covered in this study include: *the consideration given minority interests by campus organizations and programs, institutional integration, communications and interpersonal relations*, and *campus social and cultural events*. Again, in each of these areas, race alone does not seem the most important factor in students' views of the social climate on campus. This does not mean, of course, that race is without influence. It would seem that students' perceptions are influenced most by the type of college attended or by the students' status as a minority or majority group member.

In response to the general statement *more consideration should be given to (black/white) student interests*, minority students, black or white, are more likely to agree. Black students on predominantly white college campuses are twice as likely to agree as any other group. Other student groups are more likely to disagree than to be undecided. When the statement becomes more specific, (*black/white*) *students have ample input into the planning and organizing of programs to serve their interests and concerns*, nearly 60 percent of white students on predominantly white campuses agree. About 40 percent of the blacks on predominantly white campuses agree and about 40 percent disagree. Ten years ago, about 60 percent of the blacks at predominantly white colleges disagreed that they had adequate input in planning and organizing programs that interested them.

Only 42 percent of black students on historically black campuses agree that the minority (white) groups have ample input into planning and organizing programs, while 56 percent either disagree or are undecided. White students on black campuses share that view; only 25 percent agree with the statement, 42 percent are undecided, and

31 percent disagree. The data suggest that minority students on both white and black campuses have insufficient opportunities to take part in planning social programs.

Given the generally low rate of participation of students in campus politics on any campus, it is not too surprising that, when responding to the statement, *the student government here effectively represents my point of view*, most students disagree or are undecided. Black students attending historically black colleges are most likely to see their student governments as effectively representing their views (43 percent). White students on these same campuses are more inclined to be undecided. Most interesting is the fact that 10 years ago a larger percentage of white students felt that student government represented their view.

While people generally associate with people most like themselves, asked if *social or interest groups on this campus are primarily determined by race and/or ethnic background*, minority students (black or white) are more likely to agree--70 percent and 50 percent, respectively. In the 1978 study, about 76 percent of the black students at predominantly white campuses agreed with this statement. Majority students (black or white) are about three times as likely to disagree as minority students.

For the four above items, it clearly matters whether students are members of the minority or majority group. Minority students (black or white) tend to agree on their responses, although the black students agree at higher rates. Conversely, when comparing black and white students in the majority, they tend to agree, although white students agree at higher rates on three of the four items.

Majority group students (black or white) think that socially, *the campus is as integrated as students want it to be*--about 60 percent of both groups agree. This leads to some speculation that students who are in the majority see the campus as open "socially," or that majority students do not want to see it any more "socially integrated" than it already is--however much that might be. Minority students, both black and white, see things differently. Black students attending predominantly white colleges are most likely to disagree (43 percent). But, the percentage of black students who agree has nearly doubled over the last decade, rising from 22 percent to 40 percent. White students

attending historically black colleges are more undecided. In fact, white students in general tend to be more undecided on this issue than black students.

Who has responsibility to promote and encourage racial interaction? All students overwhelmingly agree that *the institution has an obligation to promote and encourage positive racial interaction in all aspects of campus life*. Further, this belief is more prevalent today among black students on predominantly white campuses than was the case 10 years ago. This might suggest that students have higher expectations of the role of the institution in race relations than they did 10 years ago.

That area of social climate that deals with racial interactions on campus finds that students in all groups (over 80 percent) agree that *I have no difficulty communicating with students of a different race on this campus*. It is not surprising then when asked to respond to the item *my social contacts on campus include both whites and blacks*, 80 percent of the students agree, except for black students on historically black campuses (60 percent). This probably can be attributed to the large number of whites attending historically black institutions who are graduate students, attending part-time, and living off-campus, with fewer opportunities, and perhaps limited interest, in making social contacts on campus.

When asked whether *interracial dating appears to be an acceptable social relationship on this campus*, students are less certain about their attitudes toward this higher degree of racial interaction. On predominantly white campuses, about 50 percent of the black and white students disagree; about 30 percent in each of these two groups agree. On historically black college campuses, about 15 percent of the white students agree, 40 percent disagree, and another 40 percent are undecided. In contrast, about 40 percent of the black students agree, approximately 40 percent disagree, and 22 percent are undecided. The percentage of white students who agree has doubled since 1977.

At the very least, feeling comfortable on campus has a lot to do with feeling welcome. On predominantly white campuses, 18 percent of the black students feel that white students *play an active role in helping black students adjust to the campus environment*; 24 percent of the white students feel they play an active role. On historically black

campuses, more than 46 percent of the black students feel that many black students play an active role in helping white students adjust to the campus environment. White students, however, are almost evenly split across the three categories of "agree," "disagree," and "undecided." At the same time, in response to the statement, *I do not participate in social activities on the campus because I feel that I do not belong*, about half of the white students on historically black campuses agree with the statement or are undecided, but more than 70 percent of the students in the three other categories disagree.

Not surprisingly, more students in the majority than in the minority, black or white, find that *the cultural events on campus are appealing and entertaining* and *most of the people brought to campus for lectures are stimulating and interesting to me*. It may also not be too surprising that in both items black students on predominantly white campuses are more likely to disagree and white students on historically black campuses to be undecided. Also worth noting, for white students on historically black campuses, the proportion of students who disagree more than doubled since 1977 for both items.

At least one-fourth of all students disagree that *the security on campus appears to be sufficient and effective, making me feel safe*. Majority students, black or white, were more likely to feel secure on campus than minority students, black or white. The percentage of white students on historically black campuses who did not feel safe has doubled since 1977 (13 percent to 26 percent).

Finally, most students in all groups agree that *students on this campus are conscientious about taking care of school property*. However, it should be noted that the differences between the agree and disagree categories are very small. More white students on historically black campuses disagreed with this statement than in 1977.

IMPLICATIONS

"Angered by admissions and financial aid policies that they say unfairly favor minority students, undergraduates on some campuses are forming white-student unions."

Report in the *Chronicle of Higher Education*
April 18, 1990

The 1977 and 1978 SREB studies of students attending predominantly "other race" institutions stressed how important it was that these students enroll and remain at these institutions. The authors concluded that students are convinced that the "trade off" is worthwhile--that the educational benefits to be gained far exceed any extra effort, struggle, or consideration necessary to achieve their educational goals in an "other race" institution.

Does that conclusion remain valid today? While this study does not provide a definitive answer, it does reveal negative attitudes among minority students at both predominantly white and historically black institutions that suggest today's students may be less willing to make the "trade off" than students once were. While the percentages of black youths completing high school has increased since 1976, the American Council on Education reports that smaller percentages of these graduates are enrolling in college. High School and Beyond, the longitudinal study of 1980 high school seniors, has revealed that black students who do enter college graduate at a much lower rate than white students (Wilson and Carter, 1988).

In the face of this evidence, higher education administrators need to examine their minority recruitment programs and their general approach to minority student relations to determine whether their institutions are acting aggressively to recruit, retain, and graduate black students.

Institutions of higher education, whether historically black or predominantly white, should commit themselves to meeting the basic academic and social needs of all their students--whatever extra effort, struggle, and consideration might be necessary. The data in this study strongly suggest that some institutions have not yet made this kind of commitment.

Among white students on historically black campuses. . .

- only 53 percent say they would choose the same school if they had to make the choice again
- only 25 percent feel they are "a real part of the school spirit here"
- only 45 percent agree that "the administration on this campus makes a genuine effort to recruit white students"
- only 32 percent agree that "the administration has made a special effort to help white students belong"
- only 22 percent agree that counseling and advising services are "especially sensitive" to the needs of white students

Clearly, administrators at historically black institutions have an obligation to meet the needs of their white minority students. Responses from white students on their campuses suggest that the students often do not feel a sense of belonging and often do not believe that the college or university administration is vitally interested in keeping white students enrolled.

Our data indicate that this feeling is shared by black students on predominantly white campuses. . .

- only 52 percent say they would choose the same school if they had to make the choice again
- only 31 percent feel they are "a real part of the school spirit here"
- only 28 percent found that admissions counselors had described accurately the types of experiences they have encountered
- only 43 percent agree that "the administration on this campus makes a genuine effort to recruit black students"
- only 32 percent agree that "the administration has made a special effort to help black students belong"
- barely 20 percent agree that institutions make a sincere effort to recruit and retain black faculty members and administrators

- only 23 percent agree that counseling and advising services are especially sensitive to the needs of black students
- nearly 85 percent say more consideration should be given to black student interests
- only 40 percent agree that socially the campus is "as integrated as students want it to be"
- more than 60 percent disagree that white students play an active role in helping black students adjust to the campus--more than twice the disagreement of any other group

These data suggest that black students often feel a sense of alienation on predominantly white campuses and question the commitment of white administrators to their success. Racial isolation and insensitivity on campus have a different meaning for white and black students. White students can lose their minority status by simply walking off the campus, while black students don't have this option. After 25 years of desegregation activity in higher education, black students are still experiencing verbal attacks, written epithets, physical confrontations, and other more subtle, and in some ways more insidious, acts that discourage their participation in and graduation from college. These acts are often carried out or tolerated by other students, faculty, and administrators through ignorance, insensitivity, neglect, and possibly even contempt.

The data from this study can help college and university administrators learn more about the campus climate as students perceive it. This knowledge will give administrators and policymakers an additional tool with which to help eliminate, or at the very least, minimize objectionable behaviors and enrich students' academic and social experiences on campus.

Given these data, other recent events on college campuses, and projections of future minority demographics, it should be clear to even the most casual observer that higher education can no longer feasibly ignore, minimize, or trivialize the racial tension and isolation felt by minority students. As the earlier SREB study of black students on white campuses noted: ". . . .to assume no discrimination because the rules no longer permit such action is to ignore the evidence. . . ." (Jones, pg. 10, 1978).

Certainly, the college climate and all it encompasses needs to be more open and less prejudiced. More specifically, all institutions--historically black and predominantly white--need to redouble their efforts by establishing specific and reasonable goals and regularly evaluating progress toward achieving them. Goal-setting implies a total commitment to make the necessary adjustments or changes when warranted. What are the key findings and implications from this study?

Racial Issues Are Important

The study's high response rate (31 percent) underscores the importance of racial issues on campus to all students, black or white, minority or majority. (Surveys were not administered in class but sent to the students' residences, so participation was strictly voluntary.) Nearly half of the respondents called long-distance or provided written comments, many of which were several pages long. (Representative comments from each group of students can be found in Appendix C.) This response is particularly compelling considering that few of these students were familiar with SREB and its work.

Significant Changes Have Occurred Over The Last Decade

In some areas, student perceptions of campus climate have not changed much since the 1977 and 1978 SREB studies of minority students on majority campuses. However, there are other areas in which significant changes have occurred.

- White students attending historically black colleges today are much more likely than their counterparts of 10 years ago to say that while progress has been made in recent years, there is still a great deal of prejudice in our society.

- Today's black students attending predominantly white colleges feel more strongly that institutions should increase financial aid opportunities; preparatory and review courses; tutorial and counseling help; institutional information directed to minority student problems and concerns; the presence of minority faculty, staff, and administrators; minority recruiters and admissions counselors; and the use of minority faculty and students in the recruiting process.

- One of the most consistent changes observed in these data is that white students at historically black colleges now are much more likely to express a

definite opinion than their 1977 counterparts, who were "undecided" or did not reply to many of the survey items. Several reasons might account for this change--white students may be better informed about the issues; they could be more comfortable and familiar with their role as minority students on historically black campuses; or they may be reacting to a perceived advantage afforded minorities, a kind of "white backlash."

- Black students today are less likely to mention selecting a predominantly white college because of special program offerings. They also are more likely than 1978 students to believe that black students should meet the same admission standards as other students and are less likely to believe that black students should be given special admittance considerations to professional schools.

- Nearly half of the white students attending historically black colleges feel that the administrations of historically black colleges and universities make a genuine effort to recruit white students--an increase of about nine points over students in 1978. However, in 1978, nearly 47 percent of the white students agreed that black college administrators had made a special effort to make them feel that they belonged; in 1989, the percentage dropped to 40 percent.

- Black students now on predominantly white campuses see themselves as having more input in the planning and organizing of programs that serve their interest than students did in 1978. Also, twice as many of these black students believe that the campus is as socially integrated as students want it to be. White students currently on historically black campuses are also twice as likely as in 1977 to view interracial dating as acceptable. At the same time fewer of these white students described black students as cooperative in helping them adjust to campus life.

Opinions Most Often Reflect Status, Not Race

Attitudes or perceptions that might be considered racial in origin may, in fact, be a reflection of general conditions or circumstances. Explicit and implicit evidence in this study strongly suggests that a student's race is often not the major factor in determining his or her opinion or perception about campus climate. Instead, it seems that these opinions or perceptions are determined more by the student's membership in the minority or majority group on campus and, to a lesser extent, by the type of institution they attend.

- Regardless of race, almost half the minority students, either black or white, would go to a different college if given the opportunity, and only about a fourth say they feel part of the school spirit.

- Black and white minority students are likely to express a need to have more input into planning and organizing campus activities or programs that serve their interests. These students clearly feel a need to be included formally as well as informally in significant ways by administrative, faculty, and student groups. It appears that all institutions would benefit by investing considerable energy in making sure that students perceive both academic and social programs as open and accessible to them. No institution should leave minority students with the impression that they have less than full access to the institution's array of academic and social offerings.

Opinions About Recruiting Diverge Along Racial Lines

Only in the area of recruiting did there appear to be a strong divergence of opinion along racial lines. Black students place more "value" or importance on information they receive from recruiters than do white students. This distinction is important because it may have a bearing on the strategies or techniques employed by institutions to recruit minority as well as majority students. For example, if the information provided by recruiters is a major factor in the typical minority student's decision to select a college, institutions might be more effective if they increased the number of minority recruiters in their admissions offices.

Students Express Open-Mindedness Toward Race Relations

Overall, students seem to be open-minded toward relations between the races, although most report that interracial dating does not appear to be an acceptable social relationship on their campus.

- Students believe black and white students want the same things out of life, and that race does not affect a student's ability to learn.

- The overwhelming majority of all students, regardless of race or type of institution attended, say they have no difficulty communicating with students of another race. In three of the student groups, 80 percent of the students report their contact with students of other races extends to the social setting. Black

students attending historically black colleges had the least social contact with "other" race students; still, more than half of these students reported social contact with white students.

- Although most students see themselves and others on campus as open-minded about race relations, they do not believe that the "open-mindedness" stretches to include widespread acceptance of interracial dating. Only about 30 percent of the students (black or white) on predominantly white campuses agree that "interracial dating appears to be an acceptable social relationship." The percentage of white students on historically black campuses who agree (15 percent) has doubled since 1977.

- Recognizing that some progress has been made over the years, black and white students are more than willing to admit that there is still a great deal of prejudice in our society. It is interesting, too, that white students on historically black campuses express this more frequently today than they did a decade ago.

Many White Students Oppose Special Considerations/Programs For Minorities

Although they describe themselves as "open-minded" about race relations, many white students do not believe black students should receive special considerations because of their minority status. This seems to indicate some confusion between what white students value as "ideal" and how they respond to day-to-day circumstances. They also believe considerations and programs for minorities have gone so far as to discriminate against white students. This suggests, perhaps, that higher education has done an inadequate job of educating students about the issues involved in and the need for affirmative action programs. Witness the comments of two white students on predominantly white campuses:

> *"I am not prejudiced at all--my boyfriend is black, but I do find it unfair that blacks receive scholarships simply because they are black and not based on need or academic achievement."*

> *"I feel that minority students have been given every possible opportunity for admission and special consideration. This has been carried to the point of reverse discrimination. Our university makes great effort to enroll minority students who may have questionable credentials but fit a class profile. This may come at the expense of non-minority students. Financial aid seems to come easier to minorities then average middle-class whites."*

- Nearly half of all white students disagree or are undecided whether more money should be spent on education, welfare, or self-help programs for minorities.

- On predominantly white campuses, black students overwhelmingly support special consideration programs to increase the number of black faculty and administrators; white students are ten times more likely to oppose such programs.

- White students on predominantly white campuses do not support special considerations being given to the interests of black students.

Recruiting Ethics Raise Concerns

Direct and indirect evidence from this survey suggests that institutions need to be concerned with how recruiters and admissions counselors portray colleges.

- Minority students, blacks in particular, were quite clear on this point. They felt that they were not adequately advised about the kinds of experiences and problems they would face as minority students. One tactic about which ethical questions might be raised is the practice of sending out separate recruiting materials and brochures that give fundamentally different impressions of the campus to potential black and white students.

- Once on campus, minority group students in particular did not find that counseling and advising services were always sensitive to their needs. One solution that has been tried on several campuses is to have special orientation programs for minority students. Obviously, this type of strategy has a "double-edged" effect. While it may benefit some students, it can also isolate students--a factor institutions must weigh very carefully. At the very least, institutions should regularly evaluate the effectiveness of these orientation programs and make an effort to determine whether prejudicial conditions on campus are forcing students to seek special counseling and advice.

Students Question The Sincerity Of Minority Recruitment Efforts

Many students expressed concern about the sincerity of their institution's efforts to recruit minority students, faculty, and administrators.

- As might be expected, minority students expressed a higher level of concern than majority students. More concern was expressed on predominantly white college campuses than historically black. This may reflect the higher proportion of minority (white) faculty and administrators on historically black campuses. These perceptions may or may not be true, but students believe them to be true. Students may not be fully aware of the difficulty institutions encounter in efforts to recruit minority students, faculty, and administrators. This lack of knowledge may be indicative of institutions' failure to inform students about the issues and problems colleges face in the recruiting process. Institutions might address this problem in part by involving students in the recruiting process.

- Black students feel strongly that colleges will be more effective if they involve both black faculty and students in recruiting. Indeed, black students on predominantly white campuses now feel even more strongly about this point than in 1978. Minority students who are on campus may be able to help in the short term with new ideas and a different perspective on how to improve recruiting efforts. For example, a well-organized and informed minority student group could influence a candidate's decision in favor of a particular college. Today's students will be tomorrow's college faculty, administrators, alumni, and trustees; learning about the college hiring process may be very informative and enlightening.

Minority Group Students Lack Opportunities To Express Their Concerns

Minority group students, especially black students on predominantly white campuses, expressed in several different ways the feeling that their colleges did not give them enough (or any) opportunity, formally or informally, to express their concerns and to relate their experiences on campus. The recent movement toward more institutional assessment and reforming the accreditation process may provide some relief because more attention will be paid to exit interviews, alumni surveys, etc. Nonetheless, it is very clear that students want an opportunity to tell the institutions how they feel about their experiences on campus. For example, how do black students get across their desire to have not only ethnically diverse course offerings, but to infuse diversity into the mainstream curricula? As Jones (1978) noted, "Without a formal way for the institution to recognize and deal with the issues, few problems identified by [minority] students will find resolution."

CONCLUSION

"Deeply rooted prejudices not only persist, but appear to be increasing. Students are separating themselves in unhealthy ways. Racial tensions have become a crisis on some campuses. The harsh truth is that, thus far, many campuses have not been particularly successful in building larger loyalties within a diverse student body."

Campus Life: In Search of Community
Carnegie Foundation for the Advancement of Teaching
May 1990

The data produced by this study of 5,000 college students at 40 institutions of higher education in 14 states underscores (as did similar studies in 1977 and 1978) the need for colleges and universities in the SREB region to re-examine the status of minority students on their campuses.

The data do not describe clear solutions to the problems of black students on predominantly white campuses and white students on historically black campuses, nor do they address directly the difficulties faced by institutions in meeting the needs of their minority students. These data, however, can broaden knowledge and understanding of the issues while providing insights into the attitudes, opinions, and perceptions about the campus climate held by both minority and majority students. They provide a foundation on which to build further research efforts at those colleges and universities where administrators and trustees are committed to improving services and expanding educational experiences for all students.

The problems of racism as reflected in student responses in this survey are difficult to address or resolve. Ten years ago, minority students identified the same kinds of problems. The apparent lack of progress in many areas serves to confirm what minority students have been saying about the trepidation, isolation, and alienation they experience whether they are on historically black or predominantly white campuses.

Educators and policymakers must work harder to overcome the myths, stereotypes, and mental malaise that slows or even prevents progress toward a more accommodating

campus climate and multi-cultural curricula. Interventions aimed at improving conditions on campus have focused primarily on changing student behaviors or protecting them from the impact of the campus environment; perceived by many to be cold, hostile, or even racist. Institutions of higher education have rarely been asked to change in fundamental ways--or when they have, change has been slow and begrudging. This may be explained, in part, by the way minority populations have been historically viewed, as inferior. Some have interpreted requests that institutions change to provide a more diverse appearance as the equivalent to reducing institutional quality. Such views are antiquated and cumbersome, and prevent or at the very least restrict, the quality educational experiences for minority and majority students.

The problems of prejudice and bias will not be removed by simply increasing the numbers of minority students, faculty, or administrators on a given campus. State, system-level, and institutional policymakers must work to develop programs that raise the multi-cultural sensitivity of all those individuals involved in campus life.

Colleges and universities must also be willing to take a firm stand against and act decisively in response to racial intolerance on campus. Evidence of racial/ethnic discrimination or blatant disregard for the rights of others cannot be allowed to pass unnoticed. Short of impinging on the rights of students to free speech, institutions must adopt policies that make clear the conduct and behaviors which are acceptable and those which are not acceptable on campus. Such policies should become an integral part of the campus code of conduct and be made known to every student, faculty member, staff member, and administrator. Highly visible support and commitment to the policies--from the president's office on down--will be required if meaningful changes in programs, policies, and practices are to be achieved.

RECOMMENDATIONS

A steady flow of college-trained individuals is critical to growth and development in the SREB region. Expanding technology, environmental crises, international market competition, and global food/energy shortages are examples of national, as well as international, concerns that will have an impact on the region. It becomes clearer by the day that if this country wishes to improve, or maintain, the current quality of life for all its citizens, it is imperative to improve the education of all its citizens. This country will require more individuals from all ethnic backgrounds who have earned college degrees. As long as racism and tension between ethnically different groups serve as a barrier for many of our young people in the pursuit and completion of important educational goals, we will all suffer.

Finding solutions and maintaining focus will take our very best efforts. Academic institutions have a particular responsibility to further knowledge, inspire critical thought, and contribute to the solutions. Where else are the concerns of the individual and the society examined so thoroughly? Institutions should model their efforts not only on what is, but what should be. They need to learn more about what can be done to alleviate the stresses felt by students who are in the minority on their campuses. They need to learn more about how to initiate program changes that will work.

It is tempting to write a detailed prescription to be applied to all institutions; clearly, however, the data show that problems vary from campus to campus. The students in each of the four institutional groups are different. In fact, each of the 40 institutions in the study could be said to have student groups that differ in important ways.

Each institution exists under its own unique set of circumstances, conditions, mission, and history. Any solutions that might be proposed would need to be institutionally specific to be useful. The institution itself is in the best position to examine its campus situation periodically and take steps to deal with relevant issues. The strategy here is to pose questions (some of which are thinly veiled recommendations) that will

help institutions determine the best course of action, given their own set of unique circumstances.

- Does your institution have clearly stated policies and goals that spell out the commitment to diversify the institution and to eliminate racism?

- Have reasonable and measurable goals been developed that will clearly guide all subsequent efforts to increase minority administrative, faculty, staff, and student presence and participation?

- Have all units within the academic, administrative, and social structures established objectives and actions that support these institutional goals?

- Are policies and goals stated in such a way that they make clear which behaviors on the part of students, faculty, and staff are acceptable or unacceptable and, at the same time, protect First Amendment rights?

- Does your institution have policies that clearly define what is meant by a "racist act"? Do these policies protect the rights of all students?

- Does your institution have visible and determined leadership from the chief executive and academic officers to increase minority participation on campus?

- Are there rewards for meeting, or sanctions for not meeting, the goals to increase minority participation? Are the reward and sanction policies clearly stated? Are they appropriate? Do they work?

- Do students understand how financial aid can be obtained? What evidence does the institution have of this? Where does the aid come from? Who sets the guidelines for its allocation?

- Does your institution systematically review, and attempt to resolve promptly, race-related issues on campus? Is there a specific process for responding to problems that have racial overtones? What indication is there that this policy is known to students, faculty, and administrators?

- What procedures exist for regularly collecting and analyzing campus data pertaining to race relations? What are the policies for reporting the results?

- Is cultural awareness training or staff development available to administrators and faculty? Is training provided to staff and paraprofessionals who frequently are the students' first contact with your institution and who often have more contact with students than faculty do?

- Has consideration been given to including ethnic studies as part of the academic offering and involving faculty in an examination of how accurately course content reflects contributions of all ethnic groups? If so, are students and faculty aware of the reasons why the institution may have elected the course of action it did?

- Do campus recruiters and recruiting literature accurately and honestly portray "campus life" to prospective students? Does the institution have a means to determine whether students are being accurately informed by recruiters and admissions counselors on what they can expect upon attending your college?

- Do you know what sources of information students use in making the decision to attend your college? Do these sources differ in number or degree between black and white students? If so, what are those differences? Is this knowledge being used to improve minority recruitment?

- Does your institution conduct its own studies of minority and majority students' opinions and perceptions about campus climate? Do you know how these views relate to student satisfaction and persistence toward a degree--particularly for minority students?

- Is there a formal means of providing students with opportunities to let the university know how they feel about their experiences on campus?

- Does your institution make conscious efforts to include minority students in the planning and organization of academic and social activities on campus? Are these efforts working?

- Is your institution making every effort to recruit minority students, faculty, and administrators? Are your efforts well publicized? Are your students--minority and majority--convinced of your sincerity? Does your institution freely share or make known the difficulties it incurs when attempting to recruit minorities?

While the questions posed here are primarily directed to institutions, higher education system offices can play a vital role in bringing about fundamental changes. Each question should be examined to see how or what role the system office or state coordinating group might play in establishing policies and accomplishing goals.

METHODOLOGY

Participating Institutions

The 39 institutions that participated in the 1977 and 1978 studies were advised by the Southern Regional Education Board of plans for a revised follow-up study; all 39 institutions were invited, and agreed, to participate in the 1989 study.

Georgia State University also was asked to join the group of predominantly white institutions to create equal numbers of participating colleges and universities, thus, students from 20 predominantly white and 20 historically black institutions participated in the study (see Appendix A). From these institutions four groups of students were identified to participate in the survey. They include:

- B/W--black students attending predominantly white colleges;
- W/W--white students attending predominantly white colleges;
- W/B--white students attending historically black colleges;
- B/B--black students attending historically black colleges.

Survey Samples

The four survey samples were based on the number of degree-seeking graduate and undergraduate students as reported on the fall 1988 Integrated Postsecondary Educational Data (IPED) survey. Participating institutions applied a simple random sampling procedure to identify those students to be surveyed. Using current enrollment data, and for comparative purposes, sample sizes were drawn to resemble the samples in the earlier SREB studies to determine the size of the sample at each institution. A detailed description of the overall samples and responses by type of institution attended and race will be found in Appendix A, Tables A and B.

Questionnaires were sent to almost 15,000 students. A response rate of 31 percent, or about 5,000 students, was achieved without follow-up. The response was impressive, given the nature of the survey--a questionnaire from an organization with which only a few students would have had direct contact or knowledge--and the target population of

students. Only black students at black colleges had a response rate below 30 percent. The response rate for white students at black colleges was almost 40 percent.

Minority Group Samples

The 20 participating predominantly white colleges enrolled about 370,000 students, 32,000 black and 312,000 white. Questionnaires were sent to 6,733 black students, who represented 20.8 percent of the black student enrollment at these predominantly white colleges. Responses from the black students numbered 2,063, or 30.6 percent of the black student sample. The response rate at individual colleges ranged from 20 percent at Memphis State University to 52.1 percent at the University of Virginia.

The 20 participating historically black colleges enrolled over 82,000 students; almost 70,000 were black, 10,000 were white. White students as a percentage of all students enrolled at the individual institutions ranged from 1.4 percent to 33.4 percent, with an average of 12.8 percent. The size of the white student sample was 3,597, or 34.3 percent of all white students enrolled at these historically black colleges. The response rate for white students was 37.4 percent, or 1,345 students, and ranged from 10.2 percent at Alcorn State University to 49.4 percent at Virginia State College (see Appendix A, Table A for details).

Majority Group Samples

To give greater meaning to the responses of the minority students, the same or very similar items were presented to a sample of majority group students at some of the participating institutions. Hence, black students enrolled at historically black colleges and white students enrolled at predominantly white colleges were included as survey groups. Five colleges from each group of participating institutions were randomly selected to provide majority group samples.

Much smaller sample sizes of students in the majority groups were chosen from institutions with large enrollments. This accommodated both time and budget considerations. However, because of obvious enrollment differences between the predominantly

white and historically black institutions, the size of the black student sample at historically black colleges was almost tripled to assure an adequate representation. Even with this adjustment, the black student sample from historically black colleges was smaller than the white student sample from predominantly white colleges. The white student sample at predominantly white colleges totaled 2,643 students, of which 802 or 30.3 percent responded. The black student sample at historically black colleges included 1,791 students; 373 of those students responded for a response rate of 20.8 percent (see Appendix A, Table A for details).

Survey Design

Both of the earlier SREB studies (Standley, 1977 and Jones, 1978) employed the Likert Scale question design and format--a five-item scale with strongly agree on one end, undecided as the midpoint, and strongly disagree at the opposite end. While related, the studies were not identical in format or questions asked. To have reasonable comparisons with the earlier studies, items from each study (presented in the same format) were selected for the 1989 survey. Initial item selection was based on two criteria: 1) in the 1977 or 1978 survey at least 25 percent of the students had responded to any category along the Likert Scale; and 2) the original item was worded so that, without markedly changing meaning, it could be modified slightly for application to all four student groups. For example, the item "Increased use of *black* students and faculty in student recruiting" could be altered to read "Increased use of *white* students and faculty in student recruiting," depending on the group being addressed.

A team of four educators from the SREB region with race relations or administrative backgrounds served as an item selection review committee to judge the quantity, quality, and appropriateness of the items, and to suggest their placement on the survey forms. Project staff constructed a survey document consisting of 61 Likert scale items--30 items from the Jones study and 31 from the Standley study.

Finally, the biographical information sections of the Jones and Standley studies were combined and revised to produce 16 items that would describe important characteristics of the respondents, including age, gender, aspirations, grade-point-average, parents' education and income, high school racial composition, and major. Thus, the final survey document contained 77 items. The survey instrument may be found in Appendix D.

Survey Mailing

Unlike the earlier SREB surveys, which were administered on campus by the individual institutions, survey forms for the current study were mailed directly to the students' place of residence and were returned directly to SREB. According to instructions provided by project staff on sample size needed and sampling procedures, each institution submitted the local mailing addresses for students to be surveyed. All surveys were mailed by the end of February 1989. The survey analysis is based on the 4,583 completed forms that were received by SREB through April 15, 1989--the designated cut-off date. The more than 200 responses received after April 15th were not included in the analysis.

Framework for Analysis

Items from the 1977 and 1978 studies sampled opinions and perceptions on topics that included campus life, educational climate, participation in campus activities, teacher competence, college choice, recruiting practices, interpersonal relations, satisfaction with college choice, and others. A new classification scheme, using six topic areas, was developed to add clarity and order to the survey analysis. The six topic areas are:

- General Attitudes and Opinions on Race--Six items address those attitudes about race that students bring with them to college.
- Satisfaction with the Institution Attended--Seven items inquire about student satisfaction with the college attended.
- Factors Influencing College Choice--Each of the eight items represent an area that has been shown in other studies to influence college choice.

- Factors Influencing Minority Recruitment--The focus is on eight factors that have been shown to influence the enrollment of minority students, whether black students at predominantly white institutions or white students on historically black campuses.

- Academic Climate--The 15 items cover student opinions and perceptions about program offerings, campus administration, faculty recruitment, course content, academic advisement, and financial assistance.

- Social Climate--The 17 items deal with factors that influence personal and interpersonal relations, including racial interactions, dating, communications, safety, student government, and extracurricular activities.

Survey Analysis

The demographic characteristics of the student respondents and the responses to the individual items that comprise each of the six subject areas are presented in the following sections. Analysis will be descriptive in nature. Survey response percentages are examined through cross tabulations of Likert Scale categories by race and institution attended. To simplify presentation of results, the five-category Likert Scales have been collapsed to three categories--*agree*, which includes "strongly agree" and "agree"; *disagree*, which includes "strongly disagree" and "disagree"; and *undecided*. Short summary statements compare response percentages among the four survey groups with the 1977/1978 groups where applicable.

Limitations

Caution should be used in generalizing findings. Data represent only the views of respondents and may or may not reflect the total student population at the participating institutions or in the region as a whole. To the extent that respondents represent a cross-section of all students attending predominantly white and historically black institutions, these findings could be useful in assisting colleges to formulate policies, programs, and actions to increase minority representation on campus.

Any interpretation or explanation of responses should be sensitive to the effects of students' demographic characteristics. For example, student responses may be affected by whether they are male or female, live on or off campus, attend school full-time or part-time, are married or single, their degree aspirations, etc.

ITEM ANALYSIS

In the following analysis, in addition to reporting the three "collapsed" categories of *agree*, *disagree*, and *undecided*, means and standard deviations are presented on each item "by group." In calculating these statistics, the five "uncollapsed" Likert scale response categories were used. Scheffe's multiple comparison test of population means (significance tests) was also applied to each question. This statistical technique is used to determine which population means are different from each other. More specifically, this test sets up more stringent criteria for declaring significant differences than the usual "t-test." In other words, the differences between two sample means must be larger to be identified as a true difference.

In almost every case, the mean score differences were found to be statistically significant. To provide a benchmark for judging what, if any, changes have occurred in student perceptions over the last decade, each table includes the response distribution from the appropriate earlier study. Each topic area is then summarized.

General Attitudes and Opinions on Race

30. **The thing most blacks want is the same as what every other American wants--a chance to get some of the "good things of life."**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	92.4	4.4	2.7	0.5	4.509	0.799
W/W	83.0	8.9	7.9	0.2	4.000	0.953
W/B	84.1	7.1	7.6	1.2	4.076	0.898
B/B	95.2	2.9	1.3	0.5	4.685	0.662
1977 W/B	83.7	4.3	6.7	NA		

- The overwhelming majority of students "agree" with this statement regardless of race or type of institution attended.
- Black students have a slightly higher tendency to "agree," regardless of the type of institution attended, in contrast to white students who are somewhat more likely to "disagree" or be "undecided."
- White students attending historically black colleges "agree" with this statement to the same degree in 1989 that they did in 1977, about 84 percent.

31. A student's race does not affect his/her ability to learn.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	84.9	12.3	2.1	0.6	4.338	1.121
W/W	91.6	5.9	2.2	0.2	4.426	0.838
W/B	91.6	5.2	2.4	0.8	4.384	0.809
B/B	95.2	3.2	1.3	0.3	4.715	0.734
1977 W/B	88.4	4.9	6.7	NA		

- In three of the four groups over 90 percent "agree" with this item.
- The lowest percentage of students who "agree" are black students at predominantly white colleges (85 percent). This group also has at least double the percentage of students who "disagree" compared to the other groups.
- In 1977, 88 percent of the white students attending historically black colleges "agree" with this item, compared to 92 percent in 1989.

32. In spite of the progress in recent years, there is still a great deal of prejudice in our society.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	96.4	2.5	0.9	0.2	4.627	0.681
W/W	90.0	8.2	1.6	0.1	4.189	0.869
W/B	88.8	7.4	2.8	1.0	4.143	0.825
B/B	95.2	3.8	0.3	0.8	4.589	0.735
1977 W/B	79.7	10.0	10.3	NA		

- An overwhelming majority of students in each group, over 90 percent, "agree" with this item.
- Regardless of type institution attended, a higher percentage of black students "agree" than white students.
- Since 1977, for white students at historically black colleges, there has been an increase from about 80 percent to 89 percent of students who "agree."

35. **I think more money and effort should be spent on education, welfare, and self-help programs for minorities in our society.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	85.4	6.7	7.1	0.7	4.216	0.886
W/W	45.1	39.4	15.0	0.5	3.045	1.277
W/B	51.4	31.8	15.5	1.3	3.257	1.261
B/B	89.0	5.1	5.4	0.5	4.426	0.852
1977 W/B	54.3	19.1	26.6	NA		

- Black students, regardless of institution attended, are much more likely to "agree" (over 85 percent) with this item than do white students (45 percent and 51 percent).
- White students, regardless of type institution attended, are much more likely to "disagree" (39 percent and 32 percent) or be "undecided" (15 percent).
- Since 1977, little change is shown in the percentage of white students at historically black colleges who "agree." However, there has been a substantial increase in the percentage "disagreeing" and a marked decline in the "undecided."

44. **I think it is important that I make friends with students of another race.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	83.4	10.9	4.8	0.8	4.063	0.947
W/W	77.2	13.2	8.5	1.1	3.869	0.962
W/B	86.8	6.8	5.6	0.8	4.128	0.816
B/B	79.9	12.3	6.2	1.6	4.033	0.988
1978 B/W	75.2	16.2	7.1	1.5		

- Among all four student groups, by far the most frequent response (all over 77 percent) is to "agree" with this item.
- Minority students (B/W and W/B) show greater percentages of students who "agree," 83 percent and 87 percent, than majority student (W/W and B/B), 77 percent and 80 percent, respectively.
- Since 1978, for blacks at predominantly white colleges, opinion has shifted slightly; students who "agree" rose from 75 percent up to 83 percent and those who "disagree" dropped from 16 percent to 11 percent.

50. **Success in life is more dependent on hard work than on racial or cultural background.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	57.8	34.6	7.2	0.4	3.390	1.396
W/W	79.3	14.3	5.7	0.6	4.065	1.082
W/B	85.7	9.5	4.0	0.8	4.219	0.961
B/B	73.7	19.8	5.1	1.3	3.957	1.276
1978 B/W	58.2	36.9	3.7	1.2		

- A substantial majority of students in every group is more likely to "agree," with percentages of those agreeing ranging from of 58 percent to 86 percent.
- Black students, whether on historically black or predominantly white campuses, are more than twice as likely as white students to "disagree."
- No difference of opinion is observed between 1978 and 1989 for blacks at predominantly white colleges, with about 58 percent "agreeing."

Satisfaction with the Institution Attended

18. **If I had to start my college career over, I would still go to this school.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	51.9	37.6	10.1	0.4	3.144	1.354
W/W	74.3	19.0	6.4	0.4	3.802	1.165
W/B	53.2	32.0	13.2	1.6	3.226	1.264
B/B	61.7	29.8	8.0	0.5	3.520	1.396
1977 W/B	53.3	20.7	26.0	NA		

- Overall, a majority of all student groups tend to "agree," ranging from a high of 74 percent for whites at predominantly white colleges to a low of 52 percent for blacks at predominantly white colleges.
- Students who are in the majority (W/W and B/B) tend to "agree" more than students in the minority (B/W and W/B), while minority students tend to "disagree" or be "undecided." Almost as many black students as white at historically black institutions "disagree."
- From 1977 to 1989, there has been a decrease in the percentage of white students at historically black colleges who are "undecided" (26 percent to 13 percent), and an increase in the number who "disagree" (21 percent to 32 percent).

34. **I feel a real part of the school spirit here.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	31.1	58.4	9.5	1.0	2.553	1.240
W/W	50.2	39.8	9.6	0.4	3.091	1.268
W/B	24.6	57.4	15.8	2.2	2.498	1.163
B/B	68.1	24.9	6.7	0.3	3.608	1.223
1977 W/B	25.3	34.3	40.4	NA		

- When students (white or black) are in the majority, the most frequent response is to "agree," and when in the minority to "disagree."
- Fewer white students in historically black colleges are "undecided" in 1989 than they were in 1977, dropping from 40 percent to 16 percent; and more are likely to "disagree," climbing from 34 percent to 57 percent.

36. **I am not reluctant to tell people I go to school here.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	82.6	14.8	2.0	0.5	4.056	1.169
W/W	88.4	9.9	1.7	0.0	4.278	1.030
W/B	76.8	19.9	2.8	1.6	3.816	1.164
B/B	77.2	20.1	1.9	0.8	3.992	1.378
1977 W/B	77.5	15.2	7.3	NA		

- The vast majority of students in each group "agree" with this statement, at least 77 percent in each group.
- Regardless of race, students at predominantly white colleges are more likely to "agree" than students at historically black colleges; students at historically black colleges are slightly more likely than students at predominantly white colleges to "disagree."
- Practically no change is shown since 1977 in the percentages of white students at historically black colleges who "agree," about 77 percent.

37. **My courses/educational experiences are closely tied to my future job plans.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	88.3	7.6	3.6	0.5	4.295	0.913
W/W	89.9	6.4	3.6	0.1	4.338	0.881
W/B	93.5	3.7	2.0	0.7	4.416	0.747
B/B	92.0	5.6	2.1	0.3	4.382	0.846
1977 W/B	85.2	5.0	9.8	NA		

- Eighty-eight percent or more of the students in each group "agree"; 92 percent or more of the students, black or white, who attend historically black colleges "agree."
- The 93 percent of white students at historically black colleges who "agree" is an increase from 85 percent in 1977, and also the highest percentage response among all student groups.

39. **The cross-cultural/multi-racial experiences I am having here will make me more effective in my future career.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	77.1	13.4	8.4	1.1	3.920	1.051
W/W	64.8	20.2	14.3	0.6	3.570	1.083
W/B	78.8	11.2	8.9	1.1	3.948	0.971
B/B	61.4	20.4	17.7	0.5	3.620	1.164
1977 W/B	78.3	5.8	15.9	NA		

- Overall, about two-thirds or more in each student group "agree."
- Regardless of race, students who are in the minority (B/W and W/B) are much more likely to "agree," 77 percent and 79 percent, than majority students (W/W and B/B), 65 percent and 61 percent.
- Since 1977, there has been no change in opinions of white students at historically black colleges; about 78 percent "agree."

40. Having a degree from here will not deter me from getting a satisfying, "good" job.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	91.3	3.2	4.8	0.7	4.275	0.733
W/W	92.0	3.4	4.1	0.5	4.301	0.736
W/B	77.8	7.7	13.3	1.3	3.944	0.899
B/B	78.0	9.1	11.0	1.9	4.049	0.989
1977 W/B	76.8	5.4	18.6	NA		

- The student consensus is to "agree"; over 78 percent in each group.
- Regardless of race, students attending predominantly white colleges are much more likely to "agree" (over 91 percent) than students attending historically black colleges (78 percent).
- Very little change in opinion since 1977 is shown for white students attending historically black colleges.

41. The academic programs are geared to providing the best preparation possible for one's future career.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	80.4	11.1	7.9	0.7	3.938	0.931
W/W	78.7	12.1	8.9	0.4	3.865	0.951
W/B	65.4	21.8	11.9	1.0	3.548	1.080
B/B	82.3	10.7	5.9	1.1	4.035	0.951
1977 W/B	60.3	15.5	24.2	NA		

- The vast majority of students in all four groups "agree," with the lowest rate, 65 percent, for white students at historically black colleges.
- More white students at historically black colleges "disagree" (22 percent) or are "undecided" (12 percent) when compared to the other groups.
- In 1989, white students at historically black colleges were less likely to be "undecided" than in 1977 and there were increases in the percent of those who "agree" and "disagree."

Factors Influencing College Choice

19. My family supported my decision to attend this school.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	81.0	13.3	4.8	0.8	3.931	1.043
W/W	89.4	6.4	3.6	0.6	4.238	0.854
W/B	75.8	14.5	7.7	2.0	3.739	0.999
B/B	85.3	11.8	2.1	0.8	4.116	1.104
1977 W/B	72.5	11.5	16.0	NA		

- All student groups overwhelmingly "agree" with this statement; the lowest rate of "agree" (76 percent) was for white students at historically black colleges.
- The highest percent of students who "agree" are white students at predominantly white colleges, 89 percent, and the highest percent who "disagree" are white students at historically black colleges, 15 percent.
- The response pattern of white students at historically black colleges is not appreciably different from that in 1977, except for students who were "undecided," about half the earlier rate of 16 percent.

21. I have found that the admissions counselors accurately described the types of experiences I have encountered here.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	28.2	47.0	23.2	1.6	2.675	1.136
W/W	45.6	22.8	30.2	1.4	3.198	1.002
W/B	33.5	31.2	31.6	3.6	2.958	1.111
B/B	39.9	43.7	15.0	1.3	2.905	1.304
1978 B/W	(Data not comparable)					

- Regardless of type of institution attended, about as many black students at predominantly white institutions are likely to "disagree" as black students at historically black institutions (47 percent and 44 percent) and white students at predominantly white institutions are about as likely to be "undecided" as white students at historically black institutions (30 percent and 32 percent).
- Race differences are indicated for students attending predominantly white colleges; black students are more likely to "disagree," 47 percent, and white students to "agree," 46 percent.

22. I was encouraged to enroll here by former students.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	25.9	67.1	5.6	1.4	2.399	1.201
W/W	47.3	41.9	10.0	0.9	3.048	1.255
W/B	38.5	51.0	8.7	1.8	2.804	1.266
B/B	50.1	45.0	4.6	0.3	3.083	1.415
1978 B/W	(Data not comparable)					

- Regardless of race, students in the minority (B/W and W/B) are more likely to "disagree" (67 percent and 51 percent) and, conversely, those in the majority (W/W and B/B) to "agree" (47 percent and 50 percent).
- Black students at predominantly white colleges are most likely to "disagree" with this statement.

23. I enrolled here because my friends were enrolling here too.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	11.0	85.7	2.2	1.1	1.835	0.984
W/W	18.3	76.1	5.1	0.5	2.113	1.135
W/B	15.6	76.7	5.4	2.3	2.119	1.050
B/B	17.4	79.9	1.9	0.8	2.041	1.160
1978 B/W	(Data not comparable)					

- All student groups overwhelmingly "disagree" with this statement, over 76 percent.
- Black students at predominantly white colleges are the highest percent of students who "disagree," 86 percent, whereas the other three student groups are about the same, between 76 percent and 80 percent.

24. My high school counselor encouraged me to enroll here.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	18.4	74.9	5.3	1.4	2.133	1.136
W/W	19.2	65.7	13.2	1.9	2.300	1.099
W/B	2.9	74.1	15.4	7.7	1.913	0.806
B/B	17.4	78.0	4.0	0.5	2.084	1.142
1978 B/W	(Data not comparable)					

- The majority opinion among all student groups is to "disagree"; the response rate ranges from 66 percent to 78 percent.
- Among those students who "agree," white students who attend historically black colleges are conspicuous by their small representation, 3 percent.

25. This institution enjoys a reputation of quality in my home community.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	70.5	19.6	9.3	0.7	3.689	1.173
W/W	73.9	16.1	9.4	0.6	3.780	1.079
W/B	30.3	54.3	14.2	1.3	2.580	1.189
B/B	62.7	26.8	9.9	0.5	3.445	1.234
1978 B/W	(Data not comparable)					

- Black and white students at predominantly white colleges are more likely to "agree" (71 percent and 74 percent) than black and white students at historically black colleges (30 percent and 63 percent).
- Only white students at historically black colleges "disagree" more, 54 percent, than "agree," 30 percent.
- Students at historically black colleges are the most likely to "disagree."

26. I enrolled here because of the financial aid offered to me.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	29.5	67.3	2.0	1.2	2.411	1.404
W/W	20.6	74.1	4.9	0.5	2.157	1.260
W/B	30.8	63.5	3.3	2.4	2.533	1.414
B/B	41.8	56.0	1.6	0.5	2.787	1.502
1978 B/W	(Data not comparable)					

- The majority response in all student groups is "disagree," with the lowest response rate at 56 percent.
- Students attending predominantly white colleges, regardless of race, are somewhat more likely to "disagree" than students attending historically black colleges.
- Most likely to "agree" are blacks at historically black colleges.

27. I enrolled here to be near home.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	58.3	39.6	1.5	0.7	3.204	1.459
W/W	46.8	50.5	2.1	0.6	2.827	1.481
W/B	79.9	17.4	1.3	1.5	3.928	1.200
B/B	48.3	49.6	1.6	0.5	2.957	1.576
1978 B/W	(Data not comparable)					

- The groups with a majority of responses in the "agree" category are the minority students, blacks at predominantly white colleges (58 percent), and whites at historically black colleges (80 percent).
- Blacks at historically black colleges and whites at predominantly white colleges are almost evenly divided between the "agree" and "disagree" categories.
- Far fewer white students at historically black colleges are likely to "disagree" with the statement.

Factors Influencing Minority Recruitment

The items in this section warrant slightly different treatment for several reasons. The focus of the response categories is not on students' "agreement" or "disagreement" with a particular statement, but rather, how important the statement is to the student--in this case as a factor in minority student recruitment. Wording changes in four of the items also limit the kinds of comparisons that can be made among student groups. Only "like" group comparisons can be made. That is, comparisons can be made only between blacks and whites as students in the minority or blacks and whites as students in the majority. In the data that follow, the items for which this restricted comparison applies are identifiable by the A or B designation following the item number.

The stem for the recruitment questions was, "please share with us your opinion about ways of recruiting other black/white students." It should also be noted that the response categories "extremely important" and "highly important," have been collapsed to a single response category, "high importance," to simplify presentation of the data.

70. Increased opportunities for financial aid.

	Importance			No	No		Standard
	High	Medium	Low	Opinion	Response	Mean	Deviation
B/W	90.5	6.3	1.3	1.6	0.3	4.485	0.902
W/W	80.8	13.5	2.1	2.7	0.9	4.102	1.105
W/B	67.4	20.7	5.4	5.2	1.3	3.721	1.289
B/B	87.1	8.8	2.9	0.8	0.3	4.411	1.072
1978 B/W	79.9	9.1	1.8	1.8	7.5		

- All student groups rated this statement of "high importance," especially blacks.
- More white students, regardless of institution attended, are likely to rate this statement of "medium importance," especially whites at historically black colleges, 21 percent.
- The percentage of blacks at predominantly white colleges rating this statement of "high importance" increased more than 10 percentage points from 1978 to 1989.

73. **More preparatory and review courses.**

	Importance			No	No		Standard
	High	Medium	Low	Opinion	Response	Mean	Deviation
B/W	60.4	26.4	9.5	3.2	0.5	3.451	1.395
W/W	37.4	30.8	23.9	6.7	1.1	2.706	1.395
W/B	20.9	27.3	37.5	12.5	1.3	2.249	1.287
B/B	69.7	18.5	7.8	3.5	1.5	3.712	1.326
1978 B/W	33.1	31.9	21.0	6.0	7.9		

- Race seems an important determinant of student responses, with blacks in general, and blacks at historically black colleges in particular, more likely to rate this item of "high importance" (60 percent and 70 percent).
- Whites in general are fairly evenly distributed, with whites at predominantly white colleges leaning toward "high importance" and whites at historically black colleges toward "low importance."
- Since 1978, the percentage of blacks at predominantly white colleges who believe this of "high importance" has almost doubled, from 33 percent to 60 percent.

74. **Increased tutorial and counseling help.**

	Importance			No	No		Standard
	High	Medium	Low	Opinion	Response	Mean	Deviation
B/W	70.5	20.6	6.1	2.5	0.3	3.722	1.291
W/W	53.4	32.7	9.1	3.7	1.1	3.235	1.347
W/B	29.2	28.8	30.8	9.8	1.4	2.480	1.367
B/B	77.3	18.5	3.8	2.4	0.8	4.022	1.218
1978 B/W	58.7	22.7	8.3	2.5	7.8		

- In three of the four student groups more than half believe this statement of "high importance," especially black students, 71 percent and 77 percent.
- The only group of students to have its highest rate of response in the "low importance" category is whites at historically black colleges (31 percent).
- The percentage of blacks at predominantly white colleges who rated this statement of "high importance" increased from 59 percent in 1978 to 70 percent in 1989.

75. More institutional information directed to minority student problems and concerns.

	Importance			No	No		Standard
	High	Medium	Low	Opinion	Response	Mean	Deviation
B/W	78.6	15.6	3.9	1.9	0.5	3.988	1.168
W/W	24.1	39.5	24.6	10.7	1.1	2.388	1.179
W/B	38.1	32.4	18.4	9.5	1.6	2.822	1.359
B/B	67.8	19.8	7.5	4.0	0.8	3.686	1.335
1978 B/W	69.1	16.3	4.7	2.0	8.0		

- More black than white students, by far, believe this statement of "high importance," especially blacks at predominantly white colleges, 79 percent.
- Among students who find this statement of "low importance," whites at predominantly white colleges have the highest percentage, 25 percent.
- Since 1978, blacks at predominantly white colleges are more likely to rate this of "high importance," from 69 percent to 79 percent.

*** 71A. More black/white-oriented cultural and social events.**

	Importance			No	No		Standard
	High	Medium	Low	Opinion	Response	Mean	Deviation
B/W	70.4	23.2	4.5	1.6	0.3	3.708	1.262
W/B	35.6	33.7	21.1	8.4	1.2	2.734	1.383
1978 B/W	69.0	17.2	4.3	1.8	7.8		

* Item reworded for appropriate group.

- Black students at predominantly white colleges are twice as likely to rate this statement of "high importance."
- There has been almost no change in the opinions of black students at predominantly white colleges since 1978.

*** 71B. More multi-cultural social events.**

	Importance			No	No		Standard
	High	Medium	Low	Opinion	Response	Mean	Deviation
W/W	25.0	39.3	27.2	7.2	1.4	2.358	1.227
B/B	46.7	36.5	12.1	4.3	0.5	3.024	1.348

* Item reworded for appropriate group.

- Black students are more likely to rate the item of "high importance" (47 percent); white students rated it of "medium and low importance," 39 percent and 27 percent, respectively.

*** 72A. More black/white faculty, staff, and administrators.**

	Importance			No	No		Standard
	High	Medium	Low	Opinion	Response	Mean	Deviation
B/W	82.5	13.8	2.5	1.0	0.2	4.193	1.144
W/B	35.8	32.4	23.9	6.5	1.3	2.699	1.422
1978 B/W	75.1	12.0	3.4	1.4	8.0		

* Item reworded for appropriate group.

- The vast majority of black students believe this item to be of "high importance," in contrast to whites who are more evenly split from "high to low importance."
- Since 1978, the proportion of students who believe this statement to be "high importance" has increased from 75 percent to 83 percent.

*** 72B. More ethnically diverse faculty, staff, and administrators.**

	Importance			No	No		Standard
	High	Medium	Low	Opinion	Response	Mean	Deviation
W/W	27.7	33.4	29.4	8.5	1.0	2.426	1.309
B/B	35.8	32.4	23.9	6.5	1.3	2.825	1.416

* Item reworded for appropriate group.

- Responses from both groups are fairly evenly split, with a slight shading toward "high importance" for blacks and "medium importance" for whites.

*** 76A. More black/white admissions counselors for extensive recruiting.**

	Importance			No	No		Standard
	High	Medium	Low	Opinion	Response	Mean	Deviation
B/W	74.9	17.4	4.9	2.4	0.5	3.929	1.268
W/B	42.5	26.7	20.6	8.8	1.3	2.919	1.435
1978 B/W	61.6	20.5	6.3	3.4	8.3		

* Item reworded for appropriate group.

- The majority of responses from both groups are in support of this statement, but it is blacks on predominantly white campuses who overwhelmingly believe this is of "high importance."

- The proportion of black students who reported this to be of "high importance" has increased by almost 13 percentage points since 1978.

*** 76B. More admissions counselors for extensive recruiting.**

	Importance			No	No		Standard
	High	Medium	Low	Opinion	Response	Mean	Deviation
W/W	38.4	32.8	15.7	11.8	1.2	2.852	1.296
B/B	66.2	19.0	9.9	3.8	1.1	3.631	1.391

* Item reworded for appropriate group.

- Two-thirds of the black students rate this statement of "high importance"; white students are split with about one-third believing it of "high importance" and one-third "medium importance."

*** 77A. Increased use of black/white students and faculty in student recruiting.**

	Importance			No	No		Standard
	High	Medium	Low	Opinion	Response	Mean	Deviation
B/W	81.2	13.5	3.4	1.6	0.3	4.091	1.155
W/B	54.3	22.6	13.7	7.8	1.6	3.270	1.394
1978 B/W	66.4	16.6	5.8	2.6	8.6		

* Item reworded for appropriate group.

- The majority of all students believe this statement of "high importance," with black students more likely than white students to find this to be true.
- There has been a substantial gain in the percentage of black students responding in the "high" category since 1978, from 66 percent to 81 percent.

*** 77B. Increased use of students and faculty in student recruiting.**

	Importance			No	No		Standard
	High	Medium	Low	Opinion	Response	Mean	Deviation
W/W	50.4	28.1	13.0	7.7	0.9	3.217	1.338
B/B	67.3	22.5	5.6	4.0	0.5	3.749	1.345

* Item reworded for appropriate group.

- Half of the white students and two-thirds of the blacks responded that this statement is of "high importance." White students are twice as likely as blacks to have answered "low importance" or "no opinion."

Academic Climate

45. The education of students should include ethnic studies.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	88.2	5.2	6.0	0.5	4.284	0.811
W/W	56.4	29.7	13.1	0.9	3.328	1.180
W/B	62.5	24.6	11.9	1.0	3.511	1.144
B/B	84.7	6.7	6.7	1.9	4.156	0.844
1978 B/W	81.4	7.9	8.7	2.0		

- The majority of students in all groups "agree"; the lowest percentage, 56 percent, occurs for whites at predominantly white colleges.
- Black students, regardless of the type institution attended, have a much higher rate of "agree," approximately 85 percent, than white students.
- From 1978 to 1989, the percentage of black students at predominantly white colleges who "agree" increased from 81 percent to 88 percent.

48. My feelings toward this institution and my work here will be determined more on the basis of my academic experiences than my social experiences.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	71.1	21.8	6.5	0.5	3.714	1.139
W/W	65.6	27.2	6.6	0.6	3.629	1.200
W/B	88.2	7.4	3.7	0.7	4.205	0.853
B/B	77.5	15.0	6.2	1.3	3.938	1.074
1978 B/W	70.1	24.4	4.3	1.1		

- In general, students in all groups "agree" with this statement, with whites at predominantly white colleges having the lowest rate, 66 percent, and whites at historically black colleges the highest rate, 88 percent.
- Students attending historically black colleges, regardless of race, have the highest percentage of students who "agree" (88 percent and 76 percent), with white students the most likely to "agree."
- There has been practically no change in opinion for blacks at predominantly white colleges since 1978, with about 70 percent of the students "agreeing."

*** 20. Special program offerings are a major factor in attracting many black/white students here.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	29.5	52.7	17.0	0.8	2.670	1.229
W/W	20.8	22.1	56.6	0.5	2.980	0.797
W/B	54.1	32.5	12.6	0.9	3.315	1.303
B/B	43.7	34.0	21.7	0.5	3.140	1.324
1978 B/W	38.8	46.5	12.4	2.4		

* Item reworded for appropriate group.

- Students at historically black institutions are more likely to "agree," particularly the white students (54 percent).
- At predominantly white colleges, over 50 percent of the black students "disagree" with this item, whereas almost 57 percent of white students are "undecided."
- Blacks at predominantly white colleges today are more likely to "disagree" or be "undecided" than in 1978.

*** 43. Black/white students should meet the same academic standards for admissions as other students.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	76.4	13.2	9.7	0.7	3.933	1.043
W/W	93.0	4.1	2.7	0.1	4.498	0.754
W/B	98.5	0.5	0.3	0.7	4.574	0.540
B/B	97.6	0.0	1.9	0.5	4.652	0.515
1978 B/W	68.4	26.1	3.5	2.0		

* Item reworded for appropriate group.

- Well over 90 percent of the students in three of the four student groups "agree."
- Black students at predominantly white colleges are much less likely to "agree," and more likely to "disagree" (13 percent) or be "undecided" (10 percent).
- The percentage of blacks at predominantly white colleges who "agree" has increased from 68 percent to 76 percent since 1978; the percent who "disagree" has dropped in half (26 percent to 13 percent).

49. Special consideration should be given to black students to admit them into professional schools of medicine, law, dentistry, etc.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	44.1	38.1	16.9	0.9	3.123	1.205
W/W	10.5	80.5	8.2	0.7	1.883	1.004
W/B	13.2	76.0	9.6	1.2	2.029	1.059
B/B	50.4	38.9	9.4	1.3	3.302	1.334
1978 B/W	62.7	27.1	8.9	1.3		

- Regardless of institution attended, white students are more likely to "disagree" and black students to "agree."
- A substantial number of black students at both types of institutions also "disagree" or are "undecided," 55 percent at predominantly white and 48 percent at historically black institutions.
- Fewer of today's black students at predominantly white colleges "agree" with this issue than in 1978, 44 percent versus 63 percent.

*** 17. I feel that overall the administration on this campus makes a genuine effort to recruit black/white students.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	43.3	41.9	14.0	0.9	2.944	1.173
W/W	62.0	11.1	25.7	1.2	3.645	0.918
W/B	44.5	34.6	18.8	2.0	3.064	1.155
B/B	48.5	26.5	22.8	2.1	3.301	1.128
1977 W/B	36.5	20.9	42.6	NA		

* Item reworded for appropriate group.

- The "agree" category attracts the highest percentage of student respondents, but only one group (W/W) has over 50 percent of their responses in this category.
- Minority students (B/W or W/B) are the most likely to "disagree" or be "undecided."
- The "undecided" opinions of white students at historically black colleges, which in 1977 was 43 percent, decreased to 19 percent; "disagree" increased more than "agree."

*** 38. The administration has made a special effort to help black/white students belong.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	31.9	48.0	19.6	0.5	2.731	1.171
W/W	45.5	11.0	42.9	0.6	3.420	0.837
W/B	39.5	41.7	17.5	1.3	2.925	1.240
B/B	45.8	12.9	40.5	0.8	3.449	0.993
1977 W/B	46.6	17.4	36.0	NA		

* Item reworded for appropriate group.

- Student opinion is split on this item; no single category has over 50 percent of the responses of any groups.
- Students, whether white or black, who are in the majority on their campuses, tend to "agree" (46 percent) or be "undecided" (43 percent and 41 percent) in contrast to minority students, who are more likely to "disagree" (42 percent and 48 percent).
- In 1989, white students at historically black colleges were much more likely to "disagree" (42 percent compared to 17 percent) and half as likely to be "undecided" (18 percent compared to 36 percent) than in 1977.

*** 47. There appears to be a sincere effort by the institution to recruit and retain black/white faculty members and administrators.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	20.8	57.8	21.1	0.3	2.410	1.187
W/W	34.9	20.4	43.9	0.7	3.165	0.907
W/B	44.6	27.1	27.3	1.0	3.151	1.118
B/B	56.0	15.3	26.8	1.9	3.577	1.022
1978 B/W	33.2	49.4	15.5	2.0		

* Item reworded for appropriate group.

- Black students are more likely to "disagree" (58 percent) if they attend predominantly white colleges and "agree" (56 percent) if they attend historically black colleges; white students are most likely to be "undecided" (44 percent) if they attend predominantly white colleges and "agree" (45 percent) if they attend historically black colleges.
- Since 1978, the proportion of blacks at predominantly white colleges who "agree" decreased from 33 percent to 21 percent, and the proportion that "disagreed" increased from 49 percent to 58 percent.

*** 53. There is a visible number of black/white administrators on the campus (includes department chairpersons, division heads, deans, directors, etc.).**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	13.7	78.5	7.4	0.4	1.937	1.079
W/W	26.1	48.1	24.9	0.9	2.718	1.040
W/B	31.4	50.3	16.8	1.6	2.672	1.203
B/B	57.1	30.3	10.7	1.9	3.383	1.171
1977 W/B	37.9	28.2	34.0	NA		

* Item reworded for appropriate group.

- Three of the four student groups have "disagree" as the most frequent response; blacks at predominantly white colleges have the highest frequency, 79 percent. The smallest percentage of "disagree" is found for blacks at historically black colleges, but even here it is 30 percent.

- Only half as many white students at historically black colleges are "undecided" (17 percent) in 1989 as in 1978 (34 percent). Most of this change showed up as an increase in the percent of students who "disagree."

*** 64. Special consideration should be made to increase the number of black/white faculty and administrators on campus.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	88.8	4.6	6.0	0.6	4.376	0.827
W/W	29.7	47.5	21.7	1.1	2.719	1.127
W/B	43.1	28.9	26.0	1.9	3.257	1.092
B/B	27.9	50.7	20.1	1.3	2.698	1.153
1978 B/W	88.6	4.4	5.1	1.9		

* Item reworded for appropriate group.

- An overwhelming percentage of blacks at predominantly white colleges "agree," 89 percent; the next highest percentage, 43 percent, (whites at historically black colleges) is less than half this rate.

- Majority (W/W and B/B) group students are very similar in their response patterns, about 30 percent "agree," 50 percent "disagree," and 20 percent are "undecided."

- For blacks at predominantly white colleges, there appears to be no change of opinion since 1978, with about 89 percent who "agree."

61. Most of my instructors do not show any partiality to students on the basis of race.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	68.0	23.8	7.7	0.5	3.498	1.160
W/W	90.6	4.6	3.9	0.9	4.233	0.777
W/B	82.9	13.6	2.8	0.7	3.950	1.055
B/B	84.7	9.7	3.8	1.9	4.057	0.976
1977 W/B	88.9	7.2	4.0	NA		

- The vast majority of students "agree"; percentages range from a low of 68 percent to a high of 91 percent.
- Minority students, either black or white, are more inclined to "disagree," 24 percent and 14 percent.
- White students on historically black campuses are somewhat less inclined to "agree" in 1989 (83 percent) than in 1977 (89 percent) and almost twice as likely to "disagree," 14 percent and 7 percent, respectively.

*** 67. I learn more in a class having a black/white instructor.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	17.6	48.0	32.8	1.6	2.661	1.061
W/W	0.7	58.9	38.5	1.9	2.177	0.804
W/B	7.9	78.5	12.4	1.2	2.035	0.916
B/B	5.4	81.2	11.8	1.6	1.798	0.937
1977 W/B	6.9	79.4	13.7	NA		

* Item reworded for appropriate group.

- The highest percentage of students in each group "disagree," with a substantial proportion of black and white students at predominantly white colleges "undecided," 33 percent and 39 percent, respectively.
- Regardless of race, students attending historically black colleges are far more likely to "disagree," at 79 percent and 81 percent.
- White students on historically black campuses show little change of opinion from 1977; about 79 percent "disagree."

68. When appropriate, most of my instructors will refer to contributions made by blacks in the field of study.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	20.7	62.3	16.4	0.6	2.326	1.142
W/W	46.8	24.8	26.7	1.7	3.226	1.022
W/B	64.0	18.5	15.8	1.7	3.607	1.055
B/B	57.9	24.4	15.8	1.9	3.470	1.126
1978 B/W	23.2	58.1	16.8	1.9		

- Only black students at predominantly white colleges reacted with more "disagreement" (62 percent) than "agreement" (21 percent).
- The highest percentage of "agrees" come from students, white or black, attending historically black colleges (64 percent and 58 percent) and the highest percentage of "disagrees" and "undecided" from students attending predominantly white colleges.
- The rate at which black students at predominantly white colleges, "disagree," has increased slightly since 1978, 58 percent to 62 percent.

*** 66. I find that the counseling or advising services here are especially sensitive to the needs of black/white students.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	23.4	47.6	28.2	0.8	2.630	1.096
W/W	52.6	15.3	30.8	1.2	3.446	1.010
W/B	21.6	39.8	36.7	2.0	2.710	1.016
B/B	70.5	15.3	12.6	1.6	3.749	1.075
1977 W/B	20.3	20.9	58.9	NA		

* Item reworded for appropriate group.

- Minority (W/B and B/W) students are much more likely to "disagree" (48 percent and 40 percent) and majority (W/W and B/B) students more likely to "agree" (53 percent and 71 percent).
- White students, regardless of institution attended, are more prone than black students to be "undecided," in particular, whites at historically black colleges at 37 percent.
- Among whites at historically black colleges, the percent who "disagree" has increased almost 20 points since 1977; the percent "undecided" decreased 22 points, from 59 percent in 1977 to 37 percent in 1989.

69. Financial assistance seems to be more readily available here, especially for me.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	32.6	46.3	20.4	0.7	2.711	1.258
W/W	18.1	44.1	36.5	1.2	2.564	1.056
W/B	35.5	34.8	27.3	2.4	2.977	1.241
B/B	49.6	38.1	10.7	1.6	3.090	1.397
1977 W/B	28.3	21.1	50.5	NA		

- More students, black or white, attending predominantly white colleges "disagree" with this statement than their counterparts at historically black colleges. Conversely, on historically black campuses, more students tended to "agree."

- Among all student groups, black students on historically black college campuses have the highest percentage of students who "agree," 50 percent.

- The greatest degree of change between 1989 and 1977, occurred in the "undecided" category of the opinions of whites on historically black campuses, where the rate decreased from 51 percent to 27 percent, with a somewhat greater tendency to "disagree" than "agree."

Social Climate

*** 46. More consideration should be given to black/white student interests.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	84.7	6.5	8.0	0.7	4.163	0.843
W/W	29.6	44.9	24.4	1.1	2.762	1.104
W/B	37.7	35.2	25.1	2.0	3.061	1.036
B/B	25.2	50.9	22.0	1.9	2.590	1.155
1978 B/W	84.6	7.0	5.8	2.6		

* Item reworded for appropriate group.

- Black students at predominantly white colleges overwhelmingly "agree" with this statement, while in the other three groups over 60 percent of each group "disagree" or are "undecided."
- Majority students, either black or white, are more likely to "disagree," 51 percent and 45 percent, respectively.
- For blacks at predominantly white colleges, no shift of opinion is indicated since 1978; 85 percent still "agreed."

59. The student government here effectively represents my point of view.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	18.6	43.6	37.2	0.6	2.623	0.981
W/W	23.3	36.8	38.9	1.0	2.748	0.995
W/B	11.3	23.7	62.2	2.8	2.777	0.805
B/B	42.9	25.7	29.8	1.6	3.155	1.084
1977 W/B	13.4	15.4	71.3	NA		

- Students are most likely to "disagree" or to be "undecided," regardless of race or type of institution attended.
- White students at historically black colleges are overwhelmingly "undecided" in comparison to other student groups. Too, responses of black and white students at predominantly white colleges are remarkably similar.
- White students at historically black colleges are less likely to be "undecided" than in 1977 and more likely to "disagree."

60. **Social or interest groups on this campus are primarily determined by race and/or ethnic background.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	69.8	14.5	14.9	0.8	3.789	1.024
W/W	42.4	34.3	22.4	0.9	3.125	1.077
W/B	50.6	13.5	33.4	2.5	3.523	0.965
B/B	34.6	44.5	19.0	1.9	2.831	1.181
1978 B/W	76.2	13.8	8.1	2.0		

- Half or more of the minority (B/W and W/B) students "agree" with this item, 70 percent and 51 percent, respectively.
- White students, regardless of institution attended, are more likely to be "undecided," especially whites at historically black colleges (33 percent).
- From 1978 to 1989, the opinion of blacks on predominantly white campuses has shifted from "agree" (76 percent to 70 percent) to slightly more "undecided" (8 percent to 15 percent).

* 63. **Black/white students have ample input into the planning and organizing of programs to serve their interests and concerns.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	38.0	39.9	21.1	0.9	2.929	1.169
W/W	58.9	7.1	33.2	0.9	3.649	0.833
W/B	24.9	30.9	42.0	2.2	2.866	1.006
B/B	42.1	24.7	31.4	1.9	3.194	1.067
1978 B/W	29.0	57.3	11.6	2.1		

* Item reworded for appropriate group.

- Opinions are fairly well distributed across all response categories, with substantial numbers of students on all campuses "undecided," and with those "disagreeing" more likely to be in the minority.
- White students at predominantly white colleges are the only group in which over half (59 percent) of the students "agree."
- Since 1978, the percentage of black students at predominantly white colleges who "disagree" decreased from 57 percent to 40 percent, with percentages of both "agree" and "undecided" increasing.

62. **The institution has an obligation to promote and encourage positive racial interaction in all aspects of campus life.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	84.4	9.5	5.6	0.5	4.149	0.981
W/W	78.1	12.5	8.7	0.7	3.942	1.010
W/B	84.2	6.4	8.3	1.2	4.129	0.861
B/B	83.9	5.9	8.6	1.6	4.112	0.866
1978 B/W	75.5	15.3	7.2	2.0		

- The large majority, over 78 percent in each group, of students "agree" with this item.
- Whites at predominantly white colleges are somewhat more likely to "disagree" than are the other student groups.
- The percentage of blacks at predominantly white colleges who "agree" increased from 76 percent in 1978 to 84 percent in 1989.

65. **Socially, the campus is as integrated as students want it to be.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	40.0	43.1	16.1	0.8	2.906	1.234
W/W	56.7	15.6	26.6	1.1	3.496	0.928
W/B	48.3	16.1	33.5	2.2	3.379	0.927
B/B	57.6	21.4	19.3	1.6	3.417	1.170
1978 B/W	21.7	63.5	13.8	1.1		

- Three of the student groups are more likely to "agree" with this statement, only blacks at predominantly white colleges "disagree" (43 percent), at more than double the rate for the other groups.
- Regardless of institution attended, majority (W/W and B/B) group students are much more inclined to "agree" (57 percent and 58 percent) and minority students to "disagree" or to be "undecided."
- Today, 40 percent of blacks at predominantly white colleges "agree" with this item, nearly twice the percentage that "agreed" in 1978.

28. I have no difficulty communicating with students of a different race on this campus.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	80.6	17.0	2.0	0.4	3.893	1.079
W/W	84.5	12.8	2.5	0.1	4.022	0.997
W/B	90.4	7.4	1.5	0.7	4.215	0.870
B/B	87.7	8.6	3.5	0.3	4.263	0.955
1977 W/B	83.5	7.6	8.9	NA		

- The overwhelming majority (over 81 percent) of all students "agree" with this statement, regardless of race or type of institution attended.
- The greatest amount of disagreement comes from black and white students at predominantly white colleges.
- For white students at historically black colleges, the percentage of students who "agree" increased slightly, from 84 percent in 1977 to 90 percent in 1989.

29. Interracial dating appears to be an acceptable social relationship on this campus.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	29.3	50.6	19.4	0.7	2.622	1.198
W/W	33.4	46.8	19.5	0.4	2.770	1.169
W/B	14.6	42.7	40.4	2.3	2.606	0.934
B/B	41.0	36.7	22.0	0.3	3.024	1.251
1977 W/B	7.4	34.0	58.6	NA		

- Black and white students attending predominantly white colleges are more likely to "disagree"; at historically black colleges, black students are more likely to "agree" and white students to "disagree" or be "undecided."
- At least one-fifth of the respondents in each student group are "undecided," with whites at historically black colleges twice as likely as any other group to be "undecided."
- Fewer white students at historically black colleges were "undecided" in 1989 than in 1977, 40 percent versus 59 percent, respectively.

*** 33. There are many "racist" attitudes held by white/black students toward black/white students on this campus.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	65.1	19.4	14.9	0.6	3.714	1.105
W/W	46.3	39.3	14.2	0.2	3.143	1.209
W/B	42.2	38.3	18.2	1.3	3.115	1.220
B/B	27.6	62.7	9.4	0.3	2.484	1.253
1977 W/B	25.6	39.5	34.9	NA		

* Item reworded for appropriate group.

- In both predominantly white and historically black institutions, minority students, black or white, are more likely to "agree" than majority students; for majority students, whites are more likely to "agree" than blacks.
- Nearly two-thirds of the black students on predominantly white campuses "agree"; in contrast, nearly two-thirds of the black students on historically black campuses "disagree".
- More whites on historically black campuses "agree" with this statement in 1989 than in 1977, 42 percent versus 26 percent, and only about half as many are "undecided," 18 percent versus 35 percent.

*** 42. Many of the white/black students want the black/white students to adapt to them; the white/black students make less effort to adapt themselves to the black/white students.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	61.8	17.9	19.6	0.7	3.716	1.128
W/W	39.8	38.3	21.3	0.6	2.974	1.218
W/B	32.4	36.2	29.7	1.7	2.974	1.082
B/B	26.3	50.4	22.3	1.1	2.615	1.274
1977 W/B	24.6	30.1	45.2	NA		

* Item reworded for appropriate group.

- On predominantly white campuses, black students are much more likely to "agree" while white students are evenly split between "agree" and "disagree."
- On historically black campuses, about one-third of the white students responded in each category, while over half of the black students "disagree."
- From 1977 to 1989, the percentage of "undecided" whites at historically black colleges decreased from 45 percent to 30 percent; percentages for "agree" and "disagree" increased about equally over this same period.

*** 52. Many white/black students play an active role in helping black/white students adjust to the campus.**

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	18.1	62.2	18.9	0.8	2.326	1.074
W/W	23.7	27.1	48.6	0.6	2.935	0.845
W/B	36.7	32.9	28.8	1.6	2.997	1.090
B/B	46.1	22.8	29.5	1.6	3.281	1.000
1977 W/B	46.7	19.6	33.8	NA		

* Item reworded for appropriate group.

- Of the four student groups, only blacks at predominantly white colleges have over a 50 percent response rate in any category (62 percent "disagree").
- Substantial proportions of students, regardless of race or type institution attended, are "undecided," but whites at predominantly white colleges are the most likely to be "undecided" (49 percent).
- The percent of whites on historically black campuses who "agree" decreased from 1977 to 1989, and the percent who "disagree" increased (20 percent to 33 percent).

55. My social contacts on campus include both whites and blacks.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	78.7	17.9	2.8	0.6	3.810	1.063
W/W	80.3	16.7	2.2	0.7	3.815	1.013
W/B	84.5	8.4	5.1	2.0	3.990	0.855
B/B	61.4	32.2	4.6	1.9	3.451	1.268
1977 W/B	82.2	7.1	10.6	NA		

- Over 60 percent or more of all four groups "agree" with this statement.
- Black students at historically black colleges "disagree" (32 percent) at a rate that is almost twice that for either black or white students at predominantly white colleges (18 percent and 17 percent) and four times that for whites at historically black colleges (8 percent).
- The rate at which white students on historically black campuses "agree" has increased only slightly, from 82 percent in 1977 to 85 percent in 1989.

56. I do not participate in social activities on the campus because I feel that I do not belong.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	20.0	71.4	7.8	0.9	2.271	1.185
W/W	13.1	78.4	7.6	0.9	2.059	1.025
W/B	31.7	51.5	14.1	2.7	2.786	1.204
B/B	10.2	85.5	2.4	1.9	1.790	1.027
1977 W/B	23.3	50.8	25.9	NA		

- Black and white students who attend predominantly white colleges have fairly similar response patterns, whereas the response pattern for black and white students at historically black colleges is more divergent.
- Majority students (W/W and B/B) are the most likely to "disagree," 78 percent and 86 percent; white students at historically black colleges have the highest rates of "agree" or "undecided," 32 percent and 14 percent, respectively.
- In 1977, more whites at historically black colleges were "undecided" (26 percent versus 14 percent) and fewer "agreed" (23 percent versus 32 percent) than in 1989.

51. The cultural events on this campus are appealing and entertaining.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	44.5	35.7	18.9	0.9	3.030	1.172
W/W	55.2	19.1	24.7	1.0	3.407	0.988
W/B	29.0	28.1	40.7	2.2	2.959	0.992
B/B	67.3	17.7	13.1	1.9	3.661	1.070
1977 W/B	26.8	8.6	64.6	NA		

- In three of the four student groups, the highest response rate is in the "agree" category; the exception is whites at historically black colleges, with 41 percent "undecided."
- Regardless of race, students, either white or black, in the majority are more likely to "agree," 55 percent and 67 percent, and, regardless of type of institution attended, white students are substantially more inclined to be "undecided" (25 percent and 41 percent).
- The percentage of "undecided" white students at historically black colleges decreased from 65 percent in 1977 to 41 percent in 1989; conversely, the percentage of students who "disagree" increased sharply from 9 percent to 28 percent.

54. Most of the people brought to the campus for lectures are stimulating and interesting to me.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	42.7	31.8	24.3	1.2	3.072	1.066
W/W	56.4	13.5	29.6	0.6	3.474	0.826
W/B	38.4	21.2	37.5	2.8	3.173	0.985
B/B	71.3	12.9	13.9	1.9	3.765	0.982
1977 W/B	42.9	10.4	46.7	NA		

- The percentages of black and white students at predominantly white colleges who "agree" with this statement are far closer than the percentages of black and white students at historically black colleges.
- Students, either white or black, in the majority are more likely to "agree" (56 percent and 71 percent), and when in the minority, to "disagree" (21 percent and 32 percent).
- There has been a very modest decrease in the percentage of white students on historically black campuses who "agree" with this statement since 1977, 43 to 38 percent, while the percent "disagreeing" has doubled from 10 to 21 percent.

57. The security on this campus appears to be sufficient and effective, making me feel safe.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	62.1	27.3	10.1	0.5	3.393	1.178
W/W	55.5	36.7	7.2	0.6	3.164	1.223
W/B	60.5	26.2	12.2	1.0	3.367	1.185
B/B	49.3	42.1	7.0	1.6	2.913	1.436
1977 W/B	62.6	13.0	24.4	NA		

- Responses of minority students, both black and white, are similar across all categories, with about 60 percent who "agree," 30 percent "disagree," and 10 percent "undecided."
- Majority students, either white or black, are much more likely to "disagree," 37 percent and 42 percent, respectively.
- Since 1977, the percent of white students at historically black colleges who were "undecided" has dropped by one-half, with more of that drop going to the "disagree" category.

58. Students on this campus are conscientious about taking care of school property.

	Agree	Disagree	Undecided	No Response	Mean	Standard Deviation
B/W	53.7	34.7	11.0	0.7	3.163	1.169
W/W	48.9	41.0	9.5	0.6	3.040	1.096
W/B	46.4	39.1	13.5	1.0	2.975	1.214
B/B	47.7	43.7	7.0	1.6	2.929	1.318
1977 W/B	44.7	26.2	29.0	NA		

- Black students at predominantly white colleges are the only group with over 50 percent of the responses in any category--the "agree" category.
- Regardless of race, the response patterns are very similar between minority (B/W and W/B) and majority (W/W and B/B) groups.
- Since 1977, there has been a major decrease in the percentage of white students on historically black campuses who reported "undecided," 29 percent to 14 percent, and an increase in the percentage who "disagree," from 26 percent to 39 percent.

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Appendix A

PARTICIPATING INSTITUTIONS

Historically Black Institutions	Predominantly White Institutions
1. Alabama A&M University	21. Augusta College (GA)
2. Alabama State University	22. Clemson University (SC)
3. Alcorn State University (MS) *	23. Georgia State University *
4. University of Arkansas at Pine Bluff	24. Louisiana Tech University
5. Bowie State University (MD) *	25. Marshall University (WV)
6. Coppin State College (MD)	26. Memphis State University (TN)
7. Elizabeth City State University (NC)	27. Mississippi State University
8. Fayetteville State University (NC)	28. University of Arkansas, Little Rock
9. Florida A&M University	29. University of Florida *
10. Fort Valley State College (GA) *	30. University of Georgia
11. Jackson State University (MS)	31. University of Kentucky *
12. Morgan State University (MD)	32. University of Louisville (KY)
13. North Carolina A&T State University	33. University of Maryland-College Park
14. North Carolina Central University	34. University of North Florida
15. Prairie View A&M University (TX) *	35. University of South Alabama
16. South Carolina State College	36. University of South Carolina *
17. Southern University at New Orleans (LA) *	37. University of Tennessee, Knoxville
18. Tennessee State University	38. University of Virginia
19. Virginia State University	39. Virginia Commonwealth University *
20. Winston-Salem State University (NC)	40. Western Kentucky University

* Control institutions: Both minority and majority students were surveyed and responses were analyzed.

Table A

Historically Black Institutions: Number and Percent of Enrollment, Sample, and Respondents, by Race
1988-89

	Fall Enrollment 1988					Number in Student Sample and Percent of Enrollment				Student Sample as Percent of Total Sample	
		Black		White		Black		White		Black	White
	Total	Number	Percent	Number	Percent	Number	Percent	Number	Percent	(N = 1,791)	(N = 3,597)
Alabama A&M	4,244	3,213	75.7	559	13.2			183	32.7		5.1
Alabama State	4,045	3,926	97.1	57	1.4			63	110.5 *		1.8
Alcorn State	2,757	2,525	91.6	115	4.2	327	13.0	98	85.2	18.3	2.7
U of Arkansas-Pine Bluff	3,333	2,740	82.2	575	17.3			190	33.0		5.3
Bowie State	3,326	2,061	62.0	1,069	32.1	280	13.6	289	27.0	15.6	8.0
Coppin State	2,240	1,993	89.0	106	4.7			89	84.0		2.5
Elizabeth City State	1,641	1,338	81.5	289	17.6			134	46.4		3.7
Fayetteville State	2,726	1,908	70.0	738	27.1			223	30.2		6.2
Florida A&M	6,408	5,472	85.3	696	10.9			214	30.8		5.9
Fort Valley State	1,915	1,795	93.7	110	5.7	254	14.2	97	88.2	14.2	2.7
Jackson State	6,777	6,410	94.5	250	3.7			105	42.0		2.9
Morgan State	4,066	3,713	91.3	124	3.0			141	113.7 *		3.9
North Carolina A&T State	6,297	5,276	83.8	805	12.8			236	29.3		6.6
North Carolina Central	5,182	4,280	82.6	805	15.5			251	31.2		7.0
Prairie View A&M	5,640	4,687	83.1	497	8.8	542	11.6	174	35.0	30.3	4.8
South Carolina State	4,399	4,038	91.8	329	7.5			141	42.9		3.9
Southern U At New Orleans	3,424	3,083	90.0	123	3.6	388	12.6	102	83.0	21.7	2.8
Tennessee State	7,353	4,616	62.8	2,458	33.4			561	22.8		15.6
Virginia State	3,855	3,406	88.3	397	10.3			157	39.6		4.4
Winston-Salem State	2,532	2,143	84.6	372	14.7			149	40.1		4.1
Institution Unknown											
TOTALS	82,160	68,623	83.5	10,474	12.8	1,791	2.6	3,597	34.3	100.0	100.0

* Reflects number of students enrolled at time of survey, a number in excess of the fall 1988 enrollment
-- Unable to determine

Table A (continued)

Number of Student Respondents and Percent of Enrollment				Respondents as Percent of Student Sample		Student Respondents as Percent of Total Respondents		
Black		White				Black	White	
Number	Percent	Number	Percent	Black	White	(N = 373)	(N = 1,345)	
		60	10.7		32.8		4.5	Alabama A&M
		19	33.3		30.2		1.4	Alabama State
48	1.9	10	8.7	14.7	10.2	12.9	0.7	Alcorn State
		63	11.0		33.2		4.7	U of Arkansas-Pine Bluff
52	2.5	87	8.1	18.6	30.1	13.9	6.5	Bowie State
		44	41.5		49.4		3.3	Coppin State
		60	20.8		44.8		4.5	Elizabeth City State
		90	12.2		40.4		6.7	Fayetteville State
		76	10.9		35.5		5.7	Florida A&M
41	2.3	44	40.0	16.1	45.4	11.0	3.3	Fort Valley State
		28	11.2		26.7		2.0	Jackson State
		38	30.6		27.0		2.8	Morgan State
		95	11.8		40.3		7.1	North Carolina A&T State
		92	11.4		36.7		6.8	North Carolina Central
99	2.1	61	12.3	18.3	35.1	26.5	4.5	Prairie View A&M
		57	17.3		40.4		4.2	South Carolina State
83	2.7	38	30.9	21.4	37.3	22.3	2.8	Southern U At New Orleans
		151	6.1		26.9		11.2	Tennessee State
		77	19.4		49.0		5.7	Virginia State
		35	9.4		23.5		2.6	Winston-Salem State
50	-----	120	-----	-----	-----	13.4	8.9	Institution Unknown
373	0.5	1,345	12.8	20.8	37.4	100.0	100.0	TOTALS

Table B

Predominantly White Institutions: Number and Percent of Enrollment, Sample, and Respondents, by Race
1988-89

	Fall Enrollment 1988					Number in Student Sample and Percent of Enrollment				Student Sample as Percent of Total Sample	
		Black		White		Black		White		Black	White
	Total	Number	Percent	Number	Percent	Number	Percent	Number	Percent	(N = 6,733)	(N = 2,643)
Augusta College	4,839	748	15.5	3,937	81.4	227	30.3			3.4	
Clemson	14,912	800	5.4	13,291	89.1	254	31.2			3.8	
Georgia State	22,245	3,713	16.7	17,129	77.0	562	15.1	417	2.4	8.4	15.8
Louisiana Tech	10,044	1,237	12.3	8,343	83.1	299	24.1			4.4	
Marshall	12,350	382	3.1	11,750	95.1	213	55.8			3.2	
Memphis State	20,266	3,458	17.1	16,257	80.2	546	15.8			8.1	
Mississippi State	12,406	1,377	11.1	10,270	82.8	311	22.6			4.6	
U of Arkansas-Little Rock	10,064	1,004	10.0	8,651	86.0	275	27.4			4.1	
U of Florida	33,282	1,938	5.8	27,158	81.6	369	19.0	618	2.3	5.5	23.4
U of Georgia	27,176	1,251	4.6	24,213	89.1	300	24.0			4.5	
U of Kentucky	22,824	710	3.1	21,208	92.9	247	34.8	689	3.3	3.7	26.1
U of Louisville	21,901	1,804	8.2	19,079	87.1	325	18.0			4.8	
U of Maryland-College Park	36,681	3,156	8.6	27,289	74.4	493	15.6			7.3	
U of North Florida	7,162	466	6.5	6,328	88.4	229	49.1			3.4	
U of South Alabama	10,443	1,020	9.8	8,705	83.4	277	27.2			4.1	
U of South Carolina	26,435	3,265	12.4	21,727	82.2	501	15.3	507	2.3	7.4	19.2
U of Tennessee-Knoxville	24,985	1,130	4.5	22,683	90.8	288	25.5			4.3	
U of Virginia	17,610	1,380	7.8	14,445	82.0	313	22.7			4.7	
Virginia Commonwealth	20,645	2,725	13.2	16,888	81.8	447	16.4	412	2.4	6.6	15.6
Western Kentucky	14,121	818	5.8	13,058	92.5	257	31.4			3.8	
Institution Unknown											
TOTALS	370,391	32,382	8.7	312,409	84.4	6,733	20.8	2,643	0.9	100.0	100.0

-- Unable to determine

Table B (continued)

Number of Student Respondents and Percent of Enrollment				Respondents as Percent of Student Sample		Student Respondents as Percent of Total Respondents		
Black		White				Black	White	
Number	Percent	Number	Percent	Black	White	(N = 2,063)	(N = 802)	
94	12.6			41.4		4.6		Augusta College
74	9.3			29.1		3.6		Clemson
180	4.9	99	0.6	32.0	23.7	8.7	12.3	Georgia State
61	4.9			20.4		3.0		Louisiana Tech
53	13.9			24.9		2.6		Marshall
109	3.2			20.0		5.3		Memphis State
68	4.9			21.9		3.3		Mississippi State
69	6.9			25.1		3.3		U of Arkansas-Little Rock
120	6.2	211	0.8	32.5	34.1	5.8	26.3	U of Florida
83	6.6			27.7		4.0		U of Georgia
94	13.2	207	1.0	38.1	30.0	4.6	25.8	U of Kentucky
93	5.2			28.6		4.5		U of Louisville
144	4.6			29.2		7.0		U of Maryland-College Park
60	12.9			26.2		2.9		U of North Florida
64	6.3			23.1		3.1		U of South Alabama
137	4.2	129	0.6	27.4	25.4	6.6	16.1	U of South Carolina
81	7.2			28.1		3.9		U of Tennessee-Knoxville
163	11.8			52.1		7.9		U of Virginia
110	6.9	111	0.7	24.6	26.9	5.3	13.8	Virginia Commonwealth
67	8.2			26.1		3.2		Western Kentucky
139	--	45	--	--	--	6.7	5.6	Institution Unknown
2,063	6.4	802	0.3	30.6	30.3	100.0	100.0	TOTALS

Appendix B

DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS BY STUDENT CATEGORY

Item		B/W N = 2,063 Percent	W/W N = 802 Percent	W/B N = 1,345 Percent	B/B N = 373 Percent
1.	Gender				
	Male	31.4	44.5	34.8	30.3
	Female	68.5	55.2	64.8	69.4
	No Response	0.0	0.2	0.4	0.3
2.	Age				
	18 and under	10.9	10.1	1.9	14.7
	19-20	27.2	25.2	4.4	37.3
	21-22	22.2	20.6	7.2	18.0
	23-25	12.1	16.3	10.5	10.2
	26-30	9.5	12.8	16.4	4.6
	Over 30	17.6	14.5	59.3	15.0
	No Response	0.3	0.5	0.4	0.3
3.	Marital Status				
	Single	80.1	77.8	30.3	84.2
	Married	15.6	18.1	57.9	11.3
	Divorced/Widowed	4.3	3.9	11.3	4.3
	No Response	0.0	0.2	0.5	0.3
4.	Educational Level of Parents				
	Father				
	Some elementary school	6.2	0.7	5.6	7.8
	Elementary school graduate	5.3	2.2	5.7	4.0
	Some high school	13.3	4.9	14.1	14.5
	High school graduate	25.1	15.8	25.1	27.1
	Some college or technical school	22.1	19.2	20.4	18.2
	Graduate of college or technical school	24.4	56.2	27.7	22.5
	No Response	3.6	0.9	1.4	5.9
	Mother				
	Some elementary school	2.9	0.4	3.4	3.8
	Elementary school graduate	3.0	2.1	4.5	2.1
	Some high school	12.7	3.5	12.1	19.0
	High school graduate	28.4	27.9	38.6	24.7
	Some college or technical school	25.2	25.6	19.4	23.1
	Graduate of college or technical school	26.6	40.1	21.1	24.9
	No Response	1.2	0.4	0.9	2.4

Item		B/W N = 2,063 Percent	W/W N = 802 Percent	W/B N = 1,345 Percent	B/B N = 373 Percent
5.	Student Status				
	Full-Time	77.3	81.0	48.9	83.4
	Part-Time	21.6	18.2	49.6	16.1
	No Response	1.2	0.7	1.5	0.5
6.	Class Standing				
	Freshman	20.6	16.6	10.0	38.6
	Sophomore	17.5	15.0	9.2	17.2
	Junior	19.4	17.7	18.4	18.5
	Senior	22.7	21.8	18.5	13.7
	Graduate	15.1	20.7	31.2	7.2
	Professional	2.3	4.1	2.8	1.3
	Special	0.6	1.0	6.4	0.3
	Other	1.3	2.0	2.5	1.1
	No Response	0.6	1.1	1.1	2.1
7.	Matriculation Status				
	Entered as Freshman	62.8	55.6	22.9	64.6
	Entered as Student Transfer from:				
	Predominantly Black 2-Year Institution	2.9	0.1	1.9	2.7
	Predominantly White 2-Year Institution	8.1	12.2	18.4	4.8
	Predominantly Black 4-Year Institution	8.0	0.0	1.6	9.4
	Predominantly White 4-Year Institution	12.7	23.2	44.0	12.1
	No Response	5.6	8.9	11.3	6.4
8.	Housing				
	Live on campus	42.0	31.7	1.3	51.2
	Live off campus	57.0	67.2	97.0	46.1
	No Response	1.0	1.1	1.7	2.7
9.	Time of Classes (in general)				
	Day classes	70.5	70.2	38.7	71.8
	Evening classes	15.9	13.8	37.8	10.5
	Weekend classes	0.2	0.0	3.1	2.1
	Combination	12.5	15.1	19.2	12.6
	No Response	0.8	0.9	1.1	2.9

Item		B/W N = 2,063 Percent	W/W N = 802 Percent	W/B N = 1,345 Percent	B/B N = 373 Percent
10.	Self-reported Grade-Point-Average in College				
	1.9 and below	5.0	1.4	0.4	4.3
	2.0 - 2.9	60.6	37.5	15.5	58.2
	3.0 - 3.9	32.5	55.6	68.7	32.7
	4.0	0.8	4.5	13.8	1.3
	No Response	1.1	1.0	1.6	3.5
11.	High School Racial Composition				
	Predominantly white	61.3	93.9	88.6	31.9
	Predominantly black	35.1	3.2	8.3	62.5
	No Response	3.6	2.9	3.2	5.6
12.	Major Source of Funding Education				
	Loans	9.6	7.5	3.6	5.9
	Grants/Scholarships	24.7	9.6	19.7	40.5
	Employment	11.5	15.2	33.9	7.5
	Veterans' benefits	1.8	2.1	2.8	1.3
	Parents/Spouse	15.7	34.5	14.1	12.6
	Combination of above	36.1	29.8	24.5	29.5
	No Response	0.5	1.2	1.3	2.7
13.	Highest Degree Planned				
	No degree	1.0	0.5	1.4	2.7
	Associate degree	1.7	0.9	2.5	3.5
	Bachelor's	26.2	30.4	27.2	30.3
	Master's	41.8	38.8	47.0	39.1
	Professional	9.2	10.7	5.4	6.7
	Doctoral	17.9	16.0	12.3	12.6
	Other	1.6	1.7	3.2	1.9
	No Response	0.7	1.0	1.0	3.2
14.	Program Completion Plans				
	Will complete degree at this institution	84.6	88.8	80.4	74.8
	Will transfer to complete degree at:				
	Predominantly black institution	3.1	0.4	0.3	7.5
	Predominantly white institution	4.8	3.9	8.3	7.8
	Other institution (where predominant racial group is unknown)	5.4	5.2	6.5	5.1
	Unknown	2.1	1.7	4.5	4.8

Item		B/W N = 2,063 Percent	W/W N = 802 Percent	W/B N = 1,345 Percent	B/B N = 373 Percent
15.	Major				
	Agriculture	0.6	1.0	1.2	1.6
	Architecture/Environmental Design	1.3	1.5	2.2	0.3
	Art	0.8	3.0	1.1	0.3
	Biological Sciences	3.5	4.0	1.7	4.8
	Business	22.3	17.2	11.2	26.5
	Communications	5.5	6.4	1.2	3.8
	Computer Science	3.5	2.0	2.5	6.4
	Education	10.6	8.4	30.2	11.0
	Engineering	7.0	5.1	4.4	7.0
	English	1.8	3.5	1.5	0.5
	Ethnic Studies	0.0	0.1	0.0	0.3
	Foreign Languages	0.4	1.5	0.3	0.0
	Forestry	0.0	0.2	0.1	0.0
	Geography	0.0	0.2	0.1	0.0
	History	0.4	1.9	0.7	0.3
	Health/Medical	9.5	9.7	8.5	10.7
	Home Economics	0.7	0.6	0.8	0.8
	Law/Criminal Justice	5.8	3.6	1.9	4.0
	Library Science	0.0	0.4	2.4	0.0
	Mathematics	1.0	1.1	1.8	1.3
	Music	1.0	0.5	0.5	0.0
	Philosophy/Religion	0.0	0.2	0.0	0.0
	Physical Sciences	0.8	1.6	0.4	0.5
	Psychology	5.3	4.7	5.3	2.9
	Social Sciences	5.6	4.7	4.1	5.6
	Theatre Arts	0.2	0.7	0.0	0.3
	Trade/Vocational	0.2	0.1	1.0	0.8
	Other	7.7	11.3	10.9	3.8
	Undecided	3.8	3.6	3.0	4.6
	No Response	0.4	0.9	1.2	1.9
16.	Estimated Total Annual Family Income				
	Less than $10,000	11.8	5.9	8.6	21.7
	About $10,000 to $19,999	18.2	10.2	12.3	20.6
	About $20,000 to $29,999	19.0	13.5	19.8	17.2
	About $30,000 to $39,999	16.5	12.3	18.7	11.5
	About $40,000 to $49,999	11.1	15.2	14.6	8.8
	About $50,000 to $59,999	9.2	9.6	9.1	6.7
	About $60,000 to $69,999	6.3	9.5	5.6	3.5
	$70,000 or above	5.5	21.6	8.0	4.8
	No Response	2.4	2.2	3.3	5.1

Appendix C

Students were asked to share any concerns regarding race relations on their campus. Some of the greatest awareness of students' feelings was revealed in the open-ended item of this study. Following are just a few of the more than 2,000 student comments; they illustrate the breadth of their ideas, attitudes, opinions, and perceptions.

Black students at predominantly white institutions:

Race relations at [institution] have not improved in the last 15 years. When I was here as an undergraduate, relations were better. I graduated in 1974. On re-entering as a grad student, I found racist attitudes extremely high. My attitude toward the institution has become very negative.

My school has a policy of good race relations that it does not follow through with. We (black students) seem to be tolerated--not really accepted. In response, black students become distant with each other in an effort not to appear too different. It's sad!

The sports programs are geared more toward whites than blacks. The only sport that blacks participate in is basketball. Blacks generally don't participate in ping-pong, tennis, golf, volleyball, and rowing. The campus needs badly to have black fraternities; that alone will escalate black enrollment tremendously.

Black students on a predominantly white campus seem to have to do more to prove themselves worthy. The faculty is not as willing to help <u>us</u> as they are to help our [white] counterparts. This school is becoming more and more integrated but this isn't the <u>will</u> of the overall school.

. . . I have found that the white students keep to themselves. They really don't want to be social. The students harbor all of the stereotypical prejudices. I think what [institution] needs is a course or event that makes it mandatory for people of opposite races to socialize together. Whenever there are school events they are usually geared to the interest of all the white students or of all the black students.

I am concerned about the lackadaisical attitudes of both black and white students concerning race relations. Black students seem unconcerned about the black students' union and will not publicly voice their opinions about race relations in the campus newspaper. White students are friendly as long as you don't "rock the boat."

I feel that the lack of knowledge white students have about African-Americans hinders their ability to accept us as equals on my college campus.

I would like to add that black students are not looking for special attention from faculty and administrators, just equal opportunity for advancement in life.

Racial remarks from white students and teachers go unchecked. Financial aid is imperative for most blacks, but academic standards should never be lowered. Instead, make tutoring available.

. . . if a white person and a black person want to date then that's their business. Black and white shouldn't be the issue at a college. Students should worry about getting an education. Besides, prejudice is ignorance.

White students at predominantly white institutions:

There seems to be reverse discrimination at [institution]. There is Black History Month, Black Ms. [institution], and other black-only events. But there are no exclusively white functions, and that's not fair!

It's time we start looking at white discrimination, for example, financial aid, admission of qualified people into special programs, etc. ...(professors fear of failing black students). Why is this questionnaire worded so that it portrays blacks as helpless, needing to be spoon-fed the college experience?

I am against race relations. All should be considered equal. I as a white person feel discriminated against when a black person gets into his or her college only to fill a quota, not for his or her achievements. There isn't a race problem till someone creates one!

In my opinion, the black students receive more attention and counseling than white students at this institution. Blacks seem to be given more help and more financial aid. Also, in social situations blacks seem not to want white students involved in their activities. I feel there is a lot of reverse discrimination at this institution.

Why do minorities deserve to be aided any more than anyone else? We have poor white kids just as we have poor black kids, or Hispanics, etc. Colleges are turning down able students in order to qualify for state aid by having a certain percentage of minority students. Why?

I do not perceive myself to be prejudiced. However, I find it offensive when members of one group, whether they are separating themselves because they are of another sex, race, or religion, seem to feel like they are "owed" something based on the fact that they are of that minority. Regretfully, there was great racial prejudice when I went to school 1980-84 and it seems greater now. Though I see a greater percent of interracial relationships, I do not sense any greater acceptance of this situation.

In no way should race make a difference. I am a white male and have been turned down financial aid or opportunities because I was the wrong sex or race. Instead of organizations like NAACP, why don't we have NAAAP--National Association for Advancement of <u>All</u> People?

White students at historically black institutions:

I do feel that my communicating skills have been sharpened becoming more open-minded about black students. The shoe was placed on the other foot; I was the minority. I would attend this college again for further education.

I am very involved in activities on campus. I'm making the most of my college years. I don't see the other white students putting in the effort to get involved. They go to classes, and then they leave campus. I think you get out of it what you put into it. I'm having the time of my life and getting a good education.

As I am an older graduate student, most of my opinions on the social aspects of the campus are from observations or from listening to younger undergraduates. Most white students seem to live off campus and do not participate in campus social functions.

White students show up on time, blacks are 10-20 minutes late for class; whites attend class regularly, blacks attend occasionally; whites show up for exams, blacks make them up later. I graduated from a 4-year predominantly white college. I'm shocked by the lack of discipline and motivation of students here. The administration is just as bad. Registration is a nightmare. No one helps anyone. The attitude seems to be "you're on your own, we aren't going to help and we don't care if you're here or not."

Generally speaking, race relations on this campus are excellent. I have run into a few students and teachers whose racist attitudes were made known to me, but the friends I have made and the quality of instruction I have received far outweigh any discomfort I may have felt under those circumstances.

I evaluate people based on their personalities; not by their race. I have friends of all races because I enjoy sharing their company, not because they are or are not of a particular ethnic group. I strongly object to immature minority students acting out in class/on campus thus interfering with my education and perceived safety. Admissions has an obligation to screen out these hoodlums and send them back to high school to learn how to behave as adults. This will do more for attracting white students than any of the above.

Black students at historically black institutions:

I feel that the race relations on this campus are as good as they can be considering that the college is situated in a predominantly black area, is not very well known, and is not really concentrating on race as much as on academics.

. . . it is important for blacks to learn about the importance of education and [institution] isn't providing the necessary tactics to recruit the younger, soon-to-be college students who may very soon be lead astray by drugs, unawareness, and indetermination. [institution] should be trying to reach the students who feel that they can't attend college because of academics, finances, and lack of encouragement.

Having worked closely with "white" students on my campus, I am aware that for "white" students to receive scholarships, G.P.A. requirements are much lower than the requirements for "blacks" to receive scholarships. This concerns me because I have seen many black students not able to finish school because of financial problems.

I feel that there should be more white people, as well as other races, represented here at [institution]. This would give the blacks that are here a chance to see up "close and personal", the way other races react and response to black people because they will face this every day of their lives after college is over.

The race relations here are very good from my perspective. Whites are a minority here and they seem to separate themselves from the majority because of cultural habits.

Appendix D

Following is a sample of the questionnaires mailed to students attending both historically black and predominantly white colleges. This particular survey form was direct to black students attending predominantly white colleges. Because of the different groups surveyed, the wording of certain items was changed slightly. For students in the majority (black students in historically black colleges and white students in predominantly white colleges), these changes were more extensive.

Samples of survey questionnaires are available upon request.

SREB

Southern Regional Education Board • 592 Tenth Street, N.W. • Atlanta, Georgia 30318-5790 • (404) 875-9211 •

SURVEY OF BLACK STUDENT OPINIONS, PERCEPTIONS, AND ATTITUDES

sponsored by

The Southern Regional Education Board (SREB)
and Participating Colleges

This is a survey to obtain your opinions, perceptions, and attitudes on matters pertaining to race relations as a black/African-American college student at a predominantly white institution. Your CANDID and ANONYMOUS responses will be analyzed and used by administrators at your college and by SREB to increase awareness for what really matters to you! The final expectation is that the quality of campus life will be improved for you and your student colleagues at public-supported colleges and universities in the 15 SREB states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia).

The survey is divided into four (4) sections: General information; college recruitment information; opinions, perceptions, and attitudes; and ways to recruit black/African-American students. Please read carefully the brief instructions above each section and respond to all items.

SECTION I - General Information

Items 1 through 16 ask for information that will be useful in interpreting your responses and will help in establishing the demographic characteristics of college students. YOUR ANONYMITY IS ASSURED REGARDING ALL RESPONSES TO THE ITEMS OF THIS SECTION! Please complete ALL items by placing a check (✓) ON THE ONE MOST APPROPRIATE LINE OF EACH ITEM.

1. Gender

___ Male
___ Female

2. Age

___ 18 and under
___ 19-20
___ 21-22
___ 23-25
___ 26-30
___ Over 30

3. Marital Status

___ Single
___ Married
___ Divorced/Widowed

4. Educational Level of Parents

	Father	Mother
Some elementary school	___	___
Elementary school graduate	___	___
Some high school	___	___
High school graduate	___	___
Some college or technical school	___	___
Graduate of college or technical school	___	___

5. Student Status

___ Full-Time
___ Part-Time

SECTION I (continued)

6. Class Standing

___ Freshman
___ Sophomore
___ Junior
___ Senior
___ Graduate
___ Professional
___ Special
___ Other

7. Matriculation Status

___ Entered as Freshman

Entered as Student Transfer from:
___ Predominantly Black 2-Year Institution
___ Predominantly White 2-Year Institution
___ Predominantly Black 4-Year Institution
___ Predominantly White 4-Year Institution

8. Housing

___ Live on campus
___ Live off campus

9. Time of Classes (in general)

___ Day classes
___ Evening classes
___ Weekend classes
___ Combination

10. Self-reported Grade Point Average in College

___ 1.9 and below
___ 2.0 - 2.9
___ 3.0 - 3.9
___ 4.0

11. High School Racial Composition

___ Predominantly white
___ Predominantly black

12. Major Source of Funding Education

___ Loans
___ Grants/Scholarships
___ Employment
___ Veterans' benefits
___ Parents/Spouse
___ Combination of above

13. Highest Degree Planned

___ No degree
___ Associate degree
___ Bachelor's
___ Master's
___ Professional
___ Doctorate
___ Other _____

SECTION I (continued)

14. Program Completion Plans

___ Will complete degree at this institution

Will transfer to complete degree at:
___ Predominantly Black Institution
___ Predominantly White Institution
___ At other institution (where predominant racial group is unknown)

15. Major

___ Agriculture
___ Architecture/Environmental Design
___ Art
___ Biological Sciences
___ Business
___ Communications
___ Computer Science
___ Education
___ Engineering
___ English
___ Ethnic Studies
___ Foreign Languages
___ Forestry
___ Geography
___ History
___ Health/Medical
___ Home Economics
___ Law/Criminal Justice
___ Library Science
___ Mathematics
___ Music
___ Philosophy/Religion
___ Physical Sciences
___ Psychology
___ Social Sciences
___ Theatre Arts
___ Trade/Vocational
___ Other
___ Undecided

16. Estimated Total Annual Family Income

___ Less than $10,000
___ About $10,000 to $19,999
___ About $20,000 to $29,999
___ About $30,000 to $39,999
___ About $40,000 to $49,999
___ About $50,000 to $59,999
___ About $60,000 to $69,999
___ $70,000 or above

SECTION II - COLLEGE RECRUITMENT INFORMATION

The items of this section, 17 through 27, are in the format of statements. Each one represents a point of view on some aspect of college recruitment. Please read each statement carefully and show the extent to which you AGREE OR DISAGREE by circling the letter or letters to the right:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
17. I feel that overall the administration on this campus makes a genuine effort to recruit black students.	SA	A	D	SD	U

SECTION II (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
18. If I had to start my college career over, I would still go to this school.	SA	A	D	SD	U
19. My family supported my decision to attend this school.	SA	A	D	SD	U
20. Special program offerings are a major factor in attracting many black students here.	SA	A	D	SD	U
21. I have found that the admissions counselors accurately described the type of experiences I have encountered here.	SA	A	D	SD	U
22. I was encouraged to enroll here by former students.	SA	A	D	SD	U
23. I enrolled here because my friends were enrolling here too.	SA	A	D	SD	U
24. My high school counselor encouraged me to enroll here.	SA	A	D	SD	U
25. This institution enjoys a reputation of quality in my home community.	SA	A	D	SD	U
26. I enrolled here because of the financial aid offered to me.	SA	A	D	SD	U
27. I enrolled here to be near home.	SA	A	D	SD	U

SECTION III - Opinions, Perceptions, and Attitudes

Using the same procedure as in SECTION II, show the extent to which you agree or disagree on items 28 through 69 pertaining to opinions, perceptions, and attitudes.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
28. I have no difficulty communicating with students of a different race on this campus.	SA	A	D	SD	U
29. Interracial dating appears to be an acceptable social relationship on this campus.	SA	A	D	SD	U
30. The thing most blacks want is the same as what every other American wants--a chance to get some of the "good things of life."	SA	A	D	SD	U

SECTION III (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
31. A student's race does not affect his/her ability to learn.	SA	A	D	SD	U
32. In spite of the progress in recent years, there is still a great deal of prejudice in our society.	SA	A	D	SD	U
33. There are many "racist" attitudes held by white students toward black students on this campus.	SA	A	D	SD	U
34. I feel a real part of the school spirit here.	SA	A	D	SD	U
35. I think more money and effort should be spent on education, welfare, and self-help programs for minorities in our society.	SA	A	D	SD	U
36. I am not reluctant to tell people I go to school here.	SA	A	D	SD	U
37. My courses/educational experiences are closely tied to my future job plans.	SA	A	D	SD	U
38. The administration has made a special effort to help black students belong.	SA	A	D	SD	U
39. The cross-cultural/multi-racial experiences I am having here will make me more effective in my future career.	SA	A	D	SD	U
40. Having a degree from here will not deter me from getting a satisfying, "good" job.	SA	A	D	SD	U
41. The academic programs are geared to providing the best preparation possible for one's future career.	SA	A	D	SD	U
42. Many of the white students want the black students to adapt to them; the white students make less effort to adapt themselves to the black students.	SA	A	D	SD	U
43. Black students should meet the same academic standards for admissions as other students.	SA	A	D	SD	U

SECTION III (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
57. The security on campus appears to be sufficient and effective, making me feel safe.	SA	A	D	SD	U
58. Students on this campus are conscientious about taking care of school property.	SA	A	D	SD	U
59. The student government here effectively represents my point of view.	SA	A	D	SD	U
60. Social or interest groups on this campus are primarily determined by race and/or ethnic background.	SA	A	D	SD	U
61. Most of my instructors do not show any partiality to students on the basis of race.	SA	A	D	SD	U
62. The institution has an obligation to promote and encourage positive racial interaction in all aspects of campus life.	SA	A	D	SD	U
63. Black students have ample input into the planning and organizing of programs to serve their interests and concerns.	SA	A	D	SD	U
64. Special consideration should be made to increase the number of black faculty and administrators on campus.	SA	A	D	SD	U
65. Socially, the campus is as integrated as students want it to be.	SA	A	D	SD	U
66. I find that the counseling or advising services here are especially sensitive to the needs of black students.	SA	A	D	SD	U
67. I learn more in a class having a black instructor.	SA	A	D	SD	U
68. When appropriate, most of my instructors will refer to contributions made by blacks in the field of study.	SA	A	D	SD	U
69. Financial assistance seems to be more readily available here, especially for me.	SA	A	D	SD	U

SECTION IV - Ways to Recruit Other Black/African-American Students

For items 70 through 77, please share with us your opinions about ways of recruiting other black/African-American students by placing a check (✓) on the appropriate line at the right.

	Extreme Importance	High Importance	Medium Importance	Low Importance	No Opinion
70. Increased opportunities for financial aid.	—	—	—	—	—
71. More black-oriented cultural and social events.	—	—	—	—	—
72. More black faculty, staff, and administrators.	—	—	—	—	—
73. More preparatory and review courses.	—	—	—	—	—
74. Increased tutorial and counseling help.	—	—	—	—	—
75. More institutional information directed to minority student problems and concerns.	—	—	—	—	—
76. More black admissions counselors for extensive recruiting.	—	—	—	—	—
77. Increased use of black students and faculty in student recruiting.	—	—	—	—	—

Please share with us any concerns regarding race relations on your campus not covered in this survey.

_____

_____

_____

_____

_____

THANK YOU FOR YOUR PARTICIPATION. Please fold and return this form in the enclosed postage-paid envelope to: Dr. Ansley Abraham, Research Associate, SOUTHERN REGIONAL EDUCATION BOARD, 592 Tenth Street, N.W., Atlanta, Georgia 30318-5790 (404) 875-9211.

Appendix 16

END

U.S. Dept. of Education

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Date Filmed

March 29, 1991